

Conroe Independent School District
Anderson Elementary
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Conroe ISD has a viable and rigorous district curriculum tightly aligned to our state standards, the TEKS. District coordinators, district and campus coaches, and campus administrators work with classroom teachers to ensure the alignment of TEKS to our instructional strategies. Documents related to curriculum are stored in Eduphoria Forethought where teachers enter lesson plans and align plans based on the TEKS they will be teaching. Teachers include the objective taught, the activity, and the assessment to measure the objective.

Grade level teams meet weekly in Professional Learning Communities. During these meetings, they create formative assessments that drive instruction and lesson planning. During PLC's, data is also analyzed to find weak points and research different ways to differentiate our instruction to meet the needs of all students.

Our campus received the following:

2019 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 percent: Comparative Closing the Gaps

Below is a summary of the 2019 STAAR Campus and District Results:

3rd Grade Reading

	Approaches	Meets	Masters
Anderson Elem.	75	39	17
District	81	54	36

3rd Grade Math

	Approaches	Meets	Masters
Anderson Elem.	69	32	12
District	85	60	36

4th Grade Reading

	Approaches	Meets	Masters
Anderson Elem.	80	47	21
District	84	56	32

4th Grade Math

	Approaches	Meets	Masters
Anderson Elem.	83	54	28
District	86	66	45

4th Grade Writing

	Approaches	Meets	Masters
Anderson Elem.	73	44	12
District	75	45	16

Student Achievement Strengths

Although improvement is needed in many areas, we are very proud of the achievement our students have shown including:

Two distinctions: Academic Achievement in ELA/Reading and Top 25 percent: Comparative Closing the Gaps.

3rd Grade Economically Disadvantaged students grew 7% in *Meets* and *Masters Levels* compared with 2018 in Reading.

3rd Grade ELL students grew 4% in *Meets Level* and 6% *Masters Level* compared with 2018 in Reading.

4th Grade Economically Disadvantaged students grew 7% in *Meets Level* and 20% in *Masters Level* compared with 2018 in Reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although student passing at Approaches Grade Level is comparable with the state and similar schools, the percentage of Meets Grade Level or Masters Grade Level remains well below performance levels of the state. **Root Cause:** Academic strategies that have been proven effective in increasing student achievement have not been implemented with fidelity across all classrooms.

Problem Statement 2 (Prioritized): Special Education students are performing well below the performance level of students not receiving Special Education services. **Root**

Cause: Not all teachers are using acquired modified prerequisite skills of the students, linking these skills to the correlating grade level TEKS to create and build connections.

Problem Statement 3 (Prioritized): While campus progress levels indicate growth above state and district growth levels, the percentage of students who remain below the Approaches Grade Level seems to show limited progress. **Root Cause:** Not all teachers are ensuring that below level students are receiving specialized small group instruction meeting each child's specific needs and advancing them to success of grade level TEKS.

Problem Statement 4: Third grade students are performing well below state and district performance levels in the area of Math and Reading.

Culture and Climate

Culture and Climate Summary

Our campus invests a significant amount of time in planning to ensure we are building connections with staff, students, parents and community. We are proud to say we have a warm and inviting culture where all students have a special, safe place. Our counselor works closely with teachers and staff to make sure our students and parents feel supported and accepted.

This is the 4th year having a Foundations Committee on our campus. The primary focus of this committee is to implement strategic expectations for students and staff behavior. Foundations is based on PBIS and Safe & Civil Schools. We review our procedures, review implementation at least four times a year, and offer training during monthly staff meetings.

We saw a notable difference in behavior from BOY to EOY last year. District coordinators, district and campus coaches, district social workers, administrators and teachers worked very closely to support the classroom behaviors, especially in 1st grade.

Our campus has a counselor and a CIS (Community in Schools) representative, who work as a team to help our community, as well as educate our parents in the importance of school attendance, good sleep habits, healthy eating, teacher communication, etc.

Culture and Climate Strengths

- Strong counseling program implemented
- Community in School program implemented
- Great communication with parents
- Minimal discipline referrals
- Foundations Committee together for 4 years
- Teachers feel empowered and valued
- OHI (ORGANIZATIONAL HEALTH INDIVIDUALIZED 2019 REPORT) showed a growth from 77 to 80.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Students are showing inappropriate behavior in the restrooms. **Root Cause:** School has not established rules and expectations for restroom usage.

Problem Statement 2 (Prioritized): There is increased misbehavior in the cafeteria. **Root Cause:** Students are forced to sit close together due to limited space in the cafeteria.

Problem Statement 3: Bullying disciplinary actions increased during the school year.

Problem Statement 4: Hallway expectations not being followed by students during arrival, and dismissal.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is one of our priorities at Anderson Elementary. We do not have many volunteers during the school day, but our parents are always willing to help or participate in any activity after school.

Our communities' perception of our school and its effectiveness is one of a positive nature. They report feeling welcome to our campus. There is always a staff member available to talk with them in English or Spanish, depending on their need. Our front office staff is trained to serve parents regardless of the staff's job position.

Parents receive a weekly newsletter (English and Spanish). The newsletter includes information about upcoming events, celebrations about something that already happened, and social and community resources for families in need.

We keep our families informed through social media, calls and text. Every teacher has a direct method of communication with each parent.

Parent and Community Engagement Strengths

- Great and successful community nights (Virtual Open House, Math and Reading Nights)
- Specials teachers planning special events like Grade Level Music Programs, Veterans Celebration, and Field Day
- Direct teacher and parent communication
- CIS and counselor (food, clothing and Christmas drives)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents are looking for resources on how to help their child stay safe online and find ways to manage healthy online usage. **Root Cause:** The school does not provide opportunities for parent trainings focused on online safety and managing online usage at home.

Problem Statement 2 (Prioritized): Historically, Anderson Elementary has a low attendance rate. **Root Cause:** Students are missing school, or not attending at all, due to our current pandemic situation and an increased number of students enrolled for remote learning.

Problem Statement 3: Anderson Elementary does not provide parent trainings focused on how to assist a student at home with their learning or overall "positive" parenting.

Priority Problem Statements

Problem Statement 1: Although student passing at Approaches Grade Level is comparable with the state and similar schools, the percentage of Meets Grade Level or Masters Grade Level remains well below performance levels of the state.

Root Cause 1: Academic strategies that have been proven effective in increasing student achievement have not been implemented with fidelity across all classrooms.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Special Education students are performing well below the performance level of students not receiving Special Education services.

Root Cause 2: Not all teachers are using acquired modified prerequisite skills of the students, linking these skills to the correlating grade level TEKS to create and build connections.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: While campus progress levels indicate growth above state and district growth levels, the percentage of students who remain below the Approaches Grade Level seems to show limited progress.

Root Cause 3: Not all teachers are ensuring that below level students are receiving specialized small group instruction meeting each child's specific needs and advancing them to success of grade level TEKS.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students are showing inappropriate behavior in the restrooms.

Root Cause 4: School has not established rules and expectations for restroom usage.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: There is increased misbehavior in the cafeteria.

Root Cause 5: Students are forced to sit close together due to limited space in the cafeteria.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Parents are looking for resources on how to help their child stay safe online and find ways to manage healthy online usage.

Root Cause 6: The school does not provide opportunities for parent trainings focused on online safety and managing online usage at home.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Historically, Anderson Elementary has a low attendance rate.

Root Cause 7: Students are missing school, or not attending at all, due to our current pandemic situation and an increased number of students enrolled for remote learning.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Achievement and Post-Secondary Success:


CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: To increase the academic performance in third grade mathematics from 69% to 73% to ensure student achievement and post-secondary success.

Evaluation Data Sources: STAAR, District Benchmarks, BAS

Summative Evaluation: None

<p>Strategy 1: We will support each student's development of mathematical proficiency at increasing levels of difficulty within the context of guided small group instruction. This allows teachers to re-teach, reinforce, expand, and compact concepts, strategies and skills students need to become confident mathematicians.</p> <p>Strategy's Expected Result/Impact: The expectation is for all students to engage in standards-based, rigorous mathematical instruction at their level and close the gap in 3rd grade math.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, math teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Instructional Coach - Title I - \$85,000, Paraprofessionals - Student intervention - Title I - \$29,000, Library resources - Title I - \$25,000, After school tutorials - Title III - \$4,500, Gen Ed Teachers for at-risk students - State Comp Ed - \$744,787, Student Success teacher - Title I - \$75,000, After school tutorials - State Comp Ed - \$6,500, Classroom resources - Title I - \$12,137, Books - Title I - \$2,000, Classroom resources - State Comp Ed - \$1,747</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Although student passing at Approaches Grade Level is comparable with the state and similar schools, the percentage of Meets Grade Level or Masters Grade Level remains well below performance levels of the state. Root Cause: Academic strategies that have been proven effective in increasing student achievement have not been implemented with fidelity across all classrooms.</p>
<p>Problem Statement 2: Special Education students are performing well below the performance level of students not receiving Special Education services. Root Cause: Not all teachers are using acquired modified prerequisite skills of the students, linking these skills to the correlating grade level TEKS to create and build connections.</p>
<p>Problem Statement 3: While campus progress levels indicate growth above state and district growth levels, the percentage of students who remain below the Approaches Grade Level seems to show limited progress. Root Cause: Not all teachers are ensuring that below level students are receiving specialized small group instruction meeting each child's</p>

specific needs and advancing them to success of grade level TEKS.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: To increase the level of performance of our special education students in 3rd grade math from 0% to 50%

Evaluation Data Sources: STAAR, District Benchmarks, BAS

Summative Evaluation: None

<p>Strategy 1: We are working in collaboration with Student Support District Department to train Special Ed and Gen Ed teachers on planning, accommodating, supporting and targeting specific students needs.</p> <p>Strategy's Expected Result/Impact: The expectation is for all teachers involved in student's education to be involved in the planning process and target the same goals with consistent support.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, Special Ed and General Ed teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: After school tutoring - State Comp Ed - \$1,000, Instructional materials - State Comp Ed - \$2,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: Special Education students are performing well below the performance level of students not receiving Special Education services. Root Cause: Not all teachers are using acquired modified prerequisite skills of the students, linking these skills to the correlating grade level TEKS to create and build connections.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: To increase the Meets and Masters Grade Level performance in third grade mathematics by 15%.

Evaluation Data Sources: STAAR, District Benchmarks, BAS

Summative Evaluation: None

<p>Strategy 1: We will support each student's development of mathematical proficiency at increasing levels of difficulty within the context of guided small group instruction. This allows teachers to re-teach, reinforce, expand, and compact concepts, strategies and skills students need to become confident mathematicians.</p> <p>Strategy's Expected Result/Impact: The expectation is for all students to engage in standards-based, rigorous mathematical instruction at their level and close the gap in 3rd grade math.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, math teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: After school tutorials - State Comp Ed - \$1,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Although student passing at Approaches Grade Level is comparable with the state and similar schools, the percentage of Meets Grade Level or Masters Grade Level remains well below performance levels of the state. Root Cause: Academic strategies that have been proven effective in increasing student achievement have not been implemented with fidelity across all classrooms.</p>
<p>Problem Statement 2: Special Education students are performing well below the performance level of students not receiving Special Education services. Root Cause: Not all teachers are using acquired modified prerequisite skills of the students, linking these skills to the correlating grade level TEKS to create and build connections.</p>
<p>Problem Statement 3: While campus progress levels indicate growth above state and district growth levels, the percentage of students who remain below the Approaches Grade Level seems to show limited progress. Root Cause: Not all teachers are ensuring that below level students are receiving specialized small group instruction meeting each child's specific needs and advancing them to success of grade level TEKS.</p>

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

<p>Strategy 1: We will evaluate educational priorities on our campus and provide resources within budget needed to ensure the most effective instruction in the classroom. We will inventory materials and provide staff development opportunities that align with standards-based instruction.</p> <p>Strategy's Expected Result/Impact: The expectation is to integrate relevant materials and trainings to maximize student success.</p> <p>Staff Responsible for Monitoring: Principal, instructional coaches, secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Problem Statements: Student Achievement 1, 3 - Parent and Community Engagement 1</p> <p>Funding Sources: Bilingual classroom materials - Title III - \$2,500, Books - Title III - \$500, Books - Title I - \$5,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Although student passing at Approaches Grade Level is comparable with the state and similar schools, the percentage of Meets Grade Level or Masters Grade Level remains well below performance levels of the state. Root Cause: Academic strategies that have been proven effective in increasing student achievement have not been implemented with fidelity across all classrooms.</p>
<p>Problem Statement 3: While campus progress levels indicate growth above state and district growth levels, the percentage of students who remain below the Approaches Grade Level seems to show limited progress. Root Cause: Not all teachers are ensuring that below level students are receiving specialized small group instruction meeting each child's specific needs and advancing them to success of grade level TEKS.</p>
Parent and Community Engagement
<p>Problem Statement 1: Parents are looking for resources on how to help their child stay safe online and find ways to manage healthy online usage. Root Cause: The school does not provide opportunities for parent trainings focused on online safety and managing online usage at home.</p>

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

<p>Strategy 1: We will recruit qualified candidates for teaching positions by attending university job fairs. In order to retain highly qualified staff, we will ensure a measure of training and campus support for teachers that will encompass CISD expectations, a social/emotional support system with our campus, and district mentors. We encourage our paraprofessionals to continue seek higher education in the teaching field by promoting various educational scholarships and programs designed for paraprofessionals.</p> <p>Strategy's Expected Result/Impact: The expectation is for a high rate of retention of highly qualified staff.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, counselor, instructional coaches, and campus team leaders.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 2, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

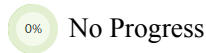
Student Achievement
<p>Problem Statement 2: Special Education students are performing well below the performance level of students not receiving Special Education services. Root Cause: Not all teachers are using acquired modified prerequisite skills of the students, linking these skills to the correlating grade level TEKS to create and build connections.</p>
<p>Problem Statement 3: While campus progress levels indicate growth above state and district growth levels, the percentage of students who remain below the Approaches Grade Level seems to show limited progress. Root Cause: Not all teachers are ensuring that below level students are receiving specialized small group instruction meeting each child's specific needs and advancing them to success of grade level TEKS.</p>

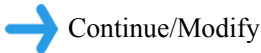
Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<p>Strategy 1: We will create a safe environment for parents by establishing collaborative, open communication. We will accomplish this by having in-person or virtual conferences. We will be clear and concise with parents regarding academic expectations and goals. Constant feedback will be provided along with an open mind to hear parent concerns while keeping student progress in mind.</p> <p>Strategy's Expected Result/Impact: The expectation is that, through open communication, parents and teachers will be able to support the student's academic and emotional growth.</p> <p>Staff Responsible for Monitoring: Parents, teachers, administration and support staff.</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: Parenting classes materials - Title I - \$4,500, Family engagement - Title I - \$3,228, Manipulatives for online students - Title I - \$5,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July






Performance Objective 1 Problem Statements:

Culture and Climate	
Problem Statement 1: Students are showing inappropriate behavior in the restrooms. Root Cause: School has not established rules and expectations for restroom usage.	
Parent and Community Engagement	
Problem Statement 1: Parents are looking for resources on how to help their child stay safe online and find ways to manage healthy online usage. Root Cause: The school does not provide opportunities for parent trainings focused on online safety and managing online usage at home.	
Problem Statement 2: Historically, Anderson Elementary has a low attendance rate. Root Cause: Students are missing school, or not attending at all, due to our current pandemic situation and an increased number of students enrolled for remote learning.	

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

<p>Strategy 1: All staff will complete the Safe School courses prior to the beginning of the school year. The Foundations team works to implement routines and expectations that focus on safety for staff and students. We have established hallway, cafeteria, playground, and common area expectations and routines. We are aligned to safety measures such as fire/evacuation/safety drill procedures. For the 2020-2021 school year, we have implemented the CDC guideline procedures for COVID 19.</p> <p>Strategy's Expected Result/Impact: The campus expectations for safety procedures has been extremely successful at our school. We have seen a decrease in accidents and behavior referrals. Students and staff are aware of and follow safety procedures, which has led to a safe environment.</p> <p>Staff Responsible for Monitoring: All staff and personnel are responsible for implementing safety procedures.</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Culture and Climate 1, 2 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: Foundations classroom resources - Title I - \$5,000, Foundations books - Title I - \$3,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate	
Problem Statement 1: Students are showing inappropriate behavior in the restrooms. Root Cause: School has not established rules and expectations for restroom usage.	
Problem Statement 2: There is increased misbehavior in the cafeteria. Root Cause: Students are forced to sit close together due to limited space in the cafeteria.	
Parent and Community Engagement	
Problem Statement 1: Parents are looking for resources on how to help their child stay safe online and find ways to manage healthy online usage. Root Cause: The school does not provide opportunities for parent trainings focused on online safety and managing online usage at home.	
Problem Statement 2: Historically, Anderson Elementary has a low attendance rate. Root Cause: Students are missing school, or not attending at all, due to our current pandemic situation and an increased number of students enrolled for remote learning.	

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p>Strategy 1: To ensure that all students and staff utilize technology, our campus has provided one-to-one technological devices to every student on our campus. We have also researched digital platforms and practices to enhance the educational opportunities of our students. Our campus has participated in the Technology Academy offered by our district for the last several years. The Technology Academy empowered teachers to utilize technology as an essential tool to enhance educational opportunities.</p> <p>Strategy's Expected Result/Impact: The expectation on our campus is for staff and students to be well versed in new technology and opportunities. The result of the digital format has been exceptional; students are proficient on Canvas, Seesaw and other platforms.</p> <p>Staff Responsible for Monitoring: Administration, classroom teachers, instructional coaches, district coaches.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: Students' devices - Title I - \$5,000, Media equipment - Title I - \$5,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Although student passing at Approaches Grade Level is comparable with the state and similar schools, the percentage of Meets Grade Level or Masters Grade Level remains well below performance levels of the state. Root Cause: Academic strategies that have been proven effective in increasing student achievement have not been implemented with fidelity across all classrooms.</p>
<p>Problem Statement 2: Special Education students are performing well below the performance level of students not receiving Special Education services. Root Cause: Not all teachers are using acquired modified prerequisite skills of the students, linking these skills to the correlating grade level TEKS to create and build connections.</p>
<p>Problem Statement 3: While campus progress levels indicate growth above state and district growth levels, the percentage of students who remain below the Approaches Grade Level seems to show limited progress. Root Cause: Not all teachers are ensuring that below level students are receiving specialized small group instruction meeting each child's specific needs and advancing them to success of grade level TEKS.</p>
Parent and Community Engagement
<p>Problem Statement 1: Parents are looking for resources on how to help their child stay safe online and find ways to manage healthy online usage. Root Cause: The school does not provide opportunities for parent trainings focused on online safety and managing online usage at home.</p>
<p>Problem Statement 2: Historically, Anderson Elementary has a low attendance rate. Root Cause: Students are missing school, or not attending at all, due to our current pandemic situation and an increased number of students enrolled for remote learning.</p>

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

<p>Strategy 1: To maximize two-way communication among staff and community, we have promoted partnerships with local community entities such as churches and local businesses. Our partnerships have allowed us to help our student families with necessities such as clothing, school supplies and food. We communicate with parents and the community about school initiatives and events that are an intrinsic part of student success in our school.</p> <p>Strategy's Expected Result/Impact: The results of community partnerships and communication have manifested itself through events, participation, and support.</p> <p>Staff Responsible for Monitoring: All staff members.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Anderson Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	11.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

- Site based committee
- Students data progress based on RtI information and district testing.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

- Principal
- Assistant Principal
- Instructional coaches
- Counselor and Social worker
- Parent
- Team leaders (Teachers)

2.2: Regular monitoring and revision

- PLC
- RtI meetings
- TTESS walkthroughs
- Team leaders meetings
- Planning meetings

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

CIPS are available on Conroe ISD website under Accountability. CIPS are available in English and Spanish based on student population.

We send all communication in English and Spanish.

We send all communication on paper and electronic.

2.4: Opportunities for all children to meet State standards

- Small group instruction

- Pull out intervention
- After school intervention
- RtI intervention
- Highly qualified teachers

2.5: Increased learning time and well-rounded education

- Building is open 30 minutes earlier for enrichment intervention
- Teacher do not have any duty to interrupt instruction
- Paraprofessional's administrative duties are minimum
- PLC and Planing are during planning or after school

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

- Small group instruction
- Pull out intervention
- After school intervention
- RtI intervention
- Highly qualified teachers

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school counselor and our Community In Schools department shared a weekly newsletter with parents were they inform, survey and collect information and needs from our community. The information is sent in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

- Meeting are flexible during the school year (English and Spanish)
- Counselor offers office hours meetings and one to one meetings for parents in need.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dora Arriaga	Student Success Teacher	Title I	1.00
Maria DeLeon	Instructional Paraprofessional	Title I	1.00
Suzanne Bond	Instructional Coach	Title I	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Anderson		
SCE		
Extra Duty	\$6,180	0.11
Gen Education Teachers for At-Risk Students	\$744,787	11.00
General Supplies	\$6,067	0.00
SCE Total	\$757,034	11.11
Title I		
Books	\$10,000	0.00
Computer Equipment / AV Supplies	\$10,000	0.00
Family Engagement	\$3,228	0.00
General Supplies	\$52,221	0.00
Paraprofessional	\$28,777	0.52
Professional	\$159,639	2.90
Title I Total	\$263,865	3.43
Title III EL		
Books	\$500	0.00
Extra Duty	\$4,500	0.08
General Supplies	\$2,500	0.00
Title III EL Total	\$7,500	0.08
Anderson Total	\$1,028,399	14.62

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Gen Ed Teachers for at-risk students		\$744,787.00
1	1	1	After school tutorials		\$6,500.00
1	1	1	Classroom resources		\$1,747.00
1	2	1	After school tutoring		\$1,000.00
1	2	1	Instructional materials		\$2,000.00
1	3	1	After school tutorials		\$1,000.00
Sub-Total					\$757,034.00
Budgeted Fund Source Amount					\$757,034.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$85,000.00
1	1	1	Paraprofessionals - Student intervention		\$29,000.00
1	1	1	Library resources		\$25,000.00
1	1	1	Student Success teacher		\$75,000.00
1	1	1	Classroom resources		\$12,137.00
1	1	1	Books		\$2,000.00
2	1	1	Books		\$5,000.00
4	1	1	Parenting classes materials		\$4,500.00
4	1	1	Family engagement		\$3,228.00
4	1	1	Manipulatives for online students		\$5,000.00
5	1	1	Foundations classroom resources		\$5,000.00
5	1	1	Foundations books		\$3,000.00
6	1	1	Students' devices		\$5,000.00
6	1	1	Media equipment		\$5,000.00
Sub-Total					\$263,865.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$263,865.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	After school tutorials		\$4,500.00
2	1	1	Bilingual classroom materials		\$2,500.00
2	1	1	Books		\$500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
Grand Total					\$1,028,399.00

Addendums