

Conroe Independent School District
Anderson Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

On the 2022 STAAR, the following score for all grades show the percentage of Meets and Masters Level:

Reading 3rd Grade - Meets: 51% (District 60%); Masters: 31%; (District 40%)

Reading 4th Grade - Meets: 47% (District 64%); Masters: 24%; (District 38%)

Math 3rd Grade - Meets 45% (District 57%); Masters: 20%; (District 33%)

Math 4th Grade - Meets: 49% (District 57%); Masters: 20%; (District 35%)

The Black/African American subgroup at Anderson (70% Meets) is performing well and is well above district comparisons (38% Meets). While the campus shows an overall growth compared to 2021 scores, there are still gaps in student groups within our campus. These groups include Special Ed, Economically Disadvantaged, Hispanic and White. These areas need to be targeted for more personalized learning in order to meet said targets.

Student Achievement Strengths

70% of all students scored at the Approaches grade level and above in all subjects assessed at Anderson.

76% of Hispanic students scored at Approaches grade level or above in all subjects assessed.

83% of white students scored at Approaches grade level or above in all subjects assessed.

100% of all Asian students scored at Approaches grade level or above in all subjects assessed.

28% of Special Education students scored Approaches grade level or above in all subjects assessed.

86% of all black students scored at Approaches grade level or above in all subjects assessed.

79% of Economically Disadvantaged students scored at Approaches grade level or above in all subjects assessed.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Anderson 3rd Grade English/Spanish 2022 Math STAAR scores for Meets was 45% and Masters was 20%. This means that 55% of students did not meet grade-level expectations. **Root Cause:** Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 2 (Prioritized): Anderson 3rd Grade English/Spanish 2022 Reading STAAR scores for Meets was 51% and Masters was 31%. This means that 48% of students did not meet grade-level expectations. **Root Cause:** Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 3 (Prioritized): Anderson 4th Grade English/Spanish 2022 Reading STAAR scores for Meets was 47% and Masters was 24%. This means that 53% of students did not meet grade-level expectations. **Root Cause:** Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 4 (Prioritized): Anderson 4th Grade English/Spanish 2022 Math STAAR scores for Meets was 49% and Masters was 20%. This means that 51% of students did not meet grade-level expectations. **Root Cause:** Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 5 (Prioritized): Special Education students are not making adequate academic growth in Reading. **Root Cause:** Differentiated Instruction and the correlation of IEP goals including modifications and accommodations have not been implemented with fidelity as well as gen. ed./sped. teacher collaboration.

Problem Statement 6: Students are lacking integration of literacy across all content areas. **Root Cause:** Content is taught in isolation.

Problem Statement 7: Math students in kindergarten through second grade are performing at the remembering level of Bloom's Taxonomy. **Root Cause:** Students are not learning problem solving comprehension with higher order thinking skills.

Problem Statement 8: Students do not have basic foundational writing skills. **Root Cause:** The campus needs to focus on vertical alignment in writing with fidelity.

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 5th 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.

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 5 years
- Teachers feel empowered and valued
- OHI (ORGANIZATIONAL HEALTH INDIVIDUALIZED 2019 REPORT) showed growth.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There is increased misbehavior in common areas (cafeteria, hallways, & restrooms). **Root Cause:** The school as a whole does not enforce or support school-wide common rules and expectations created by the Foundations team.

Problem Statement 2: Students are not resolving conflicts in an appropriate way leading to an increase of misbehaviors. **Root Cause:** School has not enforced classroom management that incorporates but not limited to building relationships, student-teacher morning meetings, problem solving strategies, and a calming corner.

Problem Statement 3: Students lack academic responsibility and motivation. **Root Cause:** Teacher/student relationships are not fostered.

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 (Open House, Family, Math and Reading Nights)
- Specials teachers planning special events like Grade Level Music Programs, Veterans Celebration, and Field Day
- Direct teacher and parent communication
- Counselor (food, clothing and Christmas drives)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents do not frequently reach out for support and resources in how to help their child in the areas of development, social-emotional, academic, and safety.

Root Cause: The school lacks community outreach involvement focused in parent and student support in development, academics, mental health, safety and overall social-emotional well-being.

Problem Statement 2: Historically, Anderson Elementary has a low attendance rate. **Root Cause:** Students are struggling to attend school due to our post-pandemic situation, home stability, and transient families.

Problem Statement 3: The school does not provide parent trainings focused on how to assist students at home with academics. **Root Cause:** Parents have long working hours which interfere with their attendance.

Priority Problem Statements

Problem Statement 1: Anderson 3rd Grade English/Spanish 2022 Math STAAR scores for Meets was 45% and Masters was 20%. This means that 55% of students did not meet grade-level expectations.

Root Cause 1: Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 1 Areas: Student Achievement

Problem Statement 5: There is increased misbehavior in common areas (cafeteria, hallways, & restrooms).

Root Cause 5: The school as a whole does not enforce or support school-wide common rules and expectations created by the Foundations team.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Anderson 3rd Grade English/Spanish 2022 Reading STAAR scores for Meets was 51% and Masters was 31%. This means that 48% of students did not meet grade-level expectations.

Root Cause 6: Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 6 Areas: Student Achievement

Problem Statement 2: Anderson 4th Grade English/Spanish 2022 Reading STAAR scores for Meets was 47% and Masters was 24%. This means that 53% of students did not meet grade-level expectations.

Root Cause 2: Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Anderson 4th Grade English/Spanish 2022 Math STAAR scores for Meets was 49% and Masters was 20%. This means that 51% of students did not meet grade-level expectations.

Root Cause 3: Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Special Education students are not making adequate academic growth in Reading.

Root Cause 4: Differentiated Instruction and the correlation of IEP goals including modifications and accommodations have not been implemented with fidelity as well as gen. ed./sped. teacher collaboration.

Problem Statement 4 Areas: Student Achievement

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success


CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.








Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 51% to 56%.

High Priority

HB3 Goal

Evaluation Data Sources: 2023 3rd Grade Reading STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: As a foundational focus in the development of reading proficiency, PK will target mastery of letter identification and sound recognition through CIRCLE.</p> <p>Strategy's Expected Result/Impact: By the end of PK, students are expected to master letter identification of 20 uppercase and lowercase letter as well as 20 sounds.</p> <p>Staff Responsible for Monitoring: PK teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Materials - State Comp Ed - \$1,000, Instructional Materials - ESSER III - \$20,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: As a foundational focus in the development of reading proficiency, kindergarten students will target mastery of phonemic awareness and sound recognition.</p> <p>Strategy's Expected Result/Impact: By the end of kindergarten, students are expected to meet benchmark levels in the areas of phonemic awareness and letter sounds through mCLASS.</p> <p>Staff Responsible for Monitoring: kindergarten teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Teachers Training and Team Planning - Title I - \$5,000, Instructional Materials - State Comp Ed - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: As a foundational focus in the development of reading proficiency, first grade students will target mastery of phonemic awareness and decoding.</p> <p>Strategy's Expected Result/Impact: By the end of first grade, students are expected to meet benchmark levels in the areas of phonemic awareness and decoding through mCLASS.</p> <p>Staff Responsible for Monitoring: first grade teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Teachers Training and Team Planning - Title I - \$5,000, Instructional Materials - State Comp Ed - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: As a foundational focus in the development of reading proficiency, second grade students will target mastery of fluency and word reading.</p> <p>Strategy's Expected Result/Impact: By the end of second grade, students are expected to meet benchmark levels in the areas of fluency and word reading through mCLASS.</p> <p>Staff Responsible for Monitoring: second grade teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Teachers Training and Team Planning - Title I - \$5,000, Instructional Materials - State Comp Ed - \$1,236, Instructional Materials/Technology - Title I - \$15,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: As a foundational focus in the development of reading proficiency, third grade students will target mastery of fluency and word reading.</p> <p>Strategy's Expected Result/Impact: By the end of third grade, students are expected to meet benchmark levels in the areas of reading fluency and basic word reading through mCLASS.</p> <p>Staff Responsible for Monitoring: Third grade teachers and instructional coaches</p> <p>Problem Statements: Student Achievement 2, 5</p> <p>Funding Sources: Teachers Training and Team Planning - Title I - \$5,000, Instructional Materials - Title I - \$1,000, Instructional Materials/Technology - Title I - \$25,000</p>	Formative			Summative
	Oct	Dec	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 Achievement

Problem Statement 2: Anderson 3rd Grade English/Spanish 2022 Reading STAAR scores for Meets was 51% and Masters was 31%. This means that 48% of students did not meet grade-level expectations. **Root Cause:** Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 5: Special Education students are not making adequate academic growth in Reading. **Root Cause:** Differentiated Instruction and the correlation of IEP goals including modifications and accommodations have not been implemented with fidelity as well as gen. ed./sped. teacher collaboration.

Goal 1: Student Achievement and Post-Secondary Success


CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.







Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 45% to 50%.

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Third Grade STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: As a foundational focus in the development of math proficiency, PK will target mastery of number identification and counting sets through CIRCLE.</p> <p>Strategy's Expected Result/Impact: By the end of PK, students are expected to master number identification for number 0-9 as well as counting sets to 5 through CIRCLE.</p> <p>Staff Responsible for Monitoring: PK teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Planning and Tutoring - ESSER III - \$20,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: As a foundational focus in the development of math proficiency, kindergarten students will target mastery of the following through the early math assessment:</p> <ul style="list-style-type: none"> -counting sets of objects -1 to 1 correspondence, cardinality, and conservation of numbers -comparing sets of objects -reciting numbers <p>Strategy's Expected Result/Impact: By the end of kindergarten, students are expected to meet benchmark-set scores for the early math assessment in Eduphoria.</p> <p>Staff Responsible for Monitoring: kindergarten teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: As a foundational focus in the development of math proficiency, first and second grade students will target mastery of the following through the early math assessment:</p> <ul style="list-style-type: none"> -represent numbers with objects in expanded and standard form -compare numbers using comparative language -order numbers using an open number line -composing 10 in multiple ways <p>Strategy's Expected Result/Impact: By the end of first and second grade, students are expected to meet benchmark-set scores for the early math assessment in Eduphoria.</p> <p>Staff Responsible for Monitoring: first and second grade teachers and instructional coaches</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Third grade students will target mastery skills of the EOY universal screener.</p> <p>Strategy's Expected Result/Impact: At the end of the year, students will meet master-set score in Eduphoria.</p> <p>Staff Responsible for Monitoring: third grade teachers, instructional coaches</p> <p>Title I: 2.6</p>	Formative			Summative
	Oct	Dec	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 Achievement
<p>Problem Statement 1: Anderson 3rd Grade English/Spanish 2022 Math STAAR scores for Meets was 45% and Masters was 20%. This means that 55% of students did not meet grade-level expectations. Root Cause: Differentiated Instruction has not been implemented with fidelity within all classrooms.</p>

Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percent of 4th grade students that score meets grade level or above on STAAR reading from 47% to 52%.

High Priority

HB3 Goal

Evaluation Data Sources: 2023 4th Grade STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Fourth grade students will work small group instruction to strengthen reading and will track progress through district CFA's, common assessments, and the use of student data trackers.</p> <p>Strategy's Expected Result/Impact: At the end of the year, fourth grade students will score meets grade level or above on STAAR reading to at least 52%.</p> <p>Staff Responsible for Monitoring: fourth grade teachers, instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3, 5</p> <p>Funding Sources: Teachers Training and Team Planning - Title I - \$5,000, Instructional Materials - Title I - \$1,000, Instructional Materials/Technology - Title I - \$25,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:






Student Achievement
<p>Problem Statement 3: Anderson 4th Grade English/Spanish 2022 Reading STAAR scores for Meets was 47% and Masters was 24%. This means that 53% of students did not meet grade-level expectations. Root Cause: Differentiated Instruction has not been implemented with fidelity within all classrooms.</p>
<p>Problem Statement 5: Special Education students are not making adequate academic growth in Reading. Root Cause: Differentiated Instruction and the correlation of IEP goals including modifications and accommodations have not been implemented with fidelity as well as gen. ed./sped. teacher collaboration.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percent of 4th grade students that score meets grade level or above on STAAR math from 49% to 54%

Evaluation Data Sources: 4th Grade math STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Fourth grade students will target mastery skills of the EOY universal screener.</p> <p>Strategy's Expected Result/Impact: At the end of the year, students will meet master-set score in Eduphoria.</p> <p>Staff Responsible for Monitoring: fourth grade teachers, instructional coaches</p> <p>Funding Sources: Instructional Materials - Title I - \$2,023</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Special education students receiving services in reading will increase BAS/SEL levels by 2 levels.

High Priority

HB3 Goal

Evaluation Data Sources: BAS/SEL proficiency levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Through LLI intervention, students will learn decoding and comprehension skills needed to read leveled text. This will be measured by running records and BAS/SEL levels.</p> <p>Strategy's Expected Result/Impact: BAS/SEL assessment</p> <p>Staff Responsible for Monitoring: special education teachers, general education teachers and instructional coaches</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Instructional Materials - ESSER III - \$7,029, Planning and tutoring - ESSER III - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 5: Special Education students are not making adequate academic growth in Reading. Root Cause: Differentiated Instruction and the correlation of IEP goals including modifications and accommodations have not been implemented with fidelity as well as gen. ed./sped. teacher collaboration.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

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

Strategy 1 Details	Reviews			
<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 training to maximize student success.</p> <p>Staff Responsible for Monitoring: principal, instructional coaches, secretary</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Staff will continue to grow professionally through staff development and implementation of new learning.

HB3 Goal

Evaluation Data Sources: Strive, coaching, T-TESS

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be expected to attend a minimum of two hours of professional staff development per semester.</p> <p>Strategy's Expected Result/Impact: Teachers will implement new learning in the classroom and show evidence of the new learning strategies through lesson planning.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, teachers</p>	Formative			Summative
	Oct	Dec	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>				





Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: The school as a whole will implement the school's proactive behavior management program in addition to the guidance curriculum plan that is focused in positive character development, social-emotional learning, and overall emotional well being of every child.

High Priority

Evaluation Data Sources: TIER I Behavior Referrals, Incident Behavior Referrals & SAE's

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff and students will implement the "Shine Like an All-Star" character program through the consistent implementation of the classroom learning environment that incorporate social-emotional learning curriculum and the comprehensive school counseling program.</p> <p>Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: 2.5, 2.6, 4.1, 4.2</p> <p>Funding Sources: Family Engagement - Title I - \$3,520, Books and Materials - Title I - \$1,480</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Culture and Climate





Problem Statement 1: There is increased misbehavior in common areas (cafeteria, hallways, & restrooms). **Root Cause:** The school as a whole does not enforce or support school-wide common rules and expectations created by the Foundations team.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: The foundations team will provide training and support for staff and students in common area expectations to create a structured, safe and positive atmosphere.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Foundations team will use a rubric to monitor common areas. Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	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:

Culture and Climate
<p>Problem Statement 1: There is increased misbehavior in common areas (cafeteria, hallways, & restrooms). Root Cause: The school as a whole does not enforce or support school-wide common rules and expectations created by the Foundations team.</p>


Goal 5: Effective Instruction


CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.


Performance Objective 1: Integrate consistent small group instruction for reading and math.


HB3 Goal


Evaluation Data Sources: T-TESS, coaching, explicit lesson planning

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and paraprofessionals will plan and implement differentiated small group lessons that support the TEKS and the CISD scope and sequence.</p> <p>Strategy's Expected Result/Impact: T_TESS, lesson plans, coaching</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, teachers, paraprofessionals</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4</p> <p>Funding Sources: Instructional Staff - Title I - \$181,097, Tutorials - State Comp Ed - \$12,000, Tutorials - Title III - \$6,000, Instructional Staff - Title III - \$30,000, Library Resources - Title I - \$25,000, General Ed Teachers for At-Risk Students - ESSER III - \$420,000, Classroom Instructional Materials - State Comp Ed - \$6,000, Classroom Instructional Materials/Books - Title I - \$13,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Anderson 3rd Grade English/Spanish 2022 Math STAAR scores for Meets was 45% and Masters was 20%. This means that 55% of students did not meet grade-level expectations. Root Cause: Differentiated Instruction has not been implemented with fidelity within all classrooms.</p>
<p>Problem Statement 2: Anderson 3rd Grade English/Spanish 2022 Reading STAAR scores for Meets was 51% and Masters was 31%. This means that 48% of students did not meet grade-level expectations. Root Cause: Differentiated Instruction has not been implemented with fidelity within all classrooms.</p>
<p>Problem Statement 3: Anderson 4th Grade English/Spanish 2022 Reading STAAR scores for Meets was 47% and Masters was 24%. This means that 53% of students did not meet grade-level expectations. Root Cause: Differentiated Instruction has not been implemented with fidelity within all classrooms.</p>
<p>Problem Statement 4: Anderson 4th Grade English/Spanish 2022 Math STAAR scores for Meets was 49% and Masters was 20%. This means that 51% of students did not meet grade-level expectations. Root Cause: Differentiated Instruction has not been implemented with fidelity within all classrooms.</p>

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

5. Targeted Assistance Schools Only

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teachers Training and Team Planning		\$5,000.00
1	1	3	Teachers Training and Team Planning		\$5,000.00
1	1	4	Instructional Materials/Technology		\$15,000.00
1	1	4	Teachers Training and Team Planning		\$5,000.00
1	1	5	Instructional Materials		\$1,000.00
1	1	5	Teachers Training and Team Planning		\$5,000.00
1	1	5	Instructional Materials/Technology		\$25,000.00
1	3	1	Teachers Training and Team Planning		\$5,000.00
1	3	1	Instructional Materials		\$1,000.00
1	3	1	Instructional Materials/Technology		\$25,000.00
1	4	1	Instructional Materials		\$2,023.00
4	1	2	Books and Materials		\$1,480.00
4	1	2	Family Engagement		\$3,520.00
5	1	1	Classroom Instructional Materials/Books		\$13,000.00
5	1	1	Instructional Staff		\$181,097.00
5	1	1	Library Resources		\$25,000.00
Sub-Total					\$318,120.00
Budgeted Fund Source Amount					\$318,120.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Tutorials		\$6,000.00
5	1	1	Instructional Staff		\$30,000.00
Sub-Total					\$36,000.00
Budgeted Fund Source Amount					\$36,000.00
+/- Difference					\$0.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$1,000.00
1	1	2	Instructional Materials		\$1,000.00
1	1	3	Instructional Materials		\$1,000.00
1	1	4	Instructional Materials		\$1,236.00
5	1	1	Tutorials		\$12,000.00
5	1	1	Classroom Instructional Materials		\$6,000.00
Sub-Total					\$22,236.00
Budgeted Fund Source Amount					\$22,236.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$20,000.00
1	2	1	Planning and Tutoring		\$20,000.00
1	5	1	Planning and tutoring		\$10,000.00
1	5	1	Instructional Materials		\$7,029.00
5	1	1	General Ed Teachers for At-Risk Students		\$420,000.00
Sub-Total					\$477,029.00
Budgeted Fund Source Amount					\$477,029.00
+/- Difference					\$0.00
Grand Total Budgeted					\$853,385.00
Grand Total Spent					\$853,385.00
+/- Difference					\$0.00