

Conroe Independent School District
Anderson Elementary
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

On the 2023 STAAR Assessment, the following scores show the percentage of students at the 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 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 2022 scores, there are still gaps in student groups within our campus. Those groups include Special Ed, Economically Disadvantaged, Hispanic and White, and they need to be targeted for more personalized learning in order to meet their targets.

Student Achievement Strengths

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

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

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

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

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

86% of African American students scored at the Approaches level or above in all subjects assessed.

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Anderson 3rd Grade English/Spanish 2023 STAAR Math scores for Meets was 45% and Masters was 16%. 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 2023 STAAR Reading scores for Meets was 53% and Masters was 25%. This means that 47% 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 2023 STAAR Reading 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 2023 STAAR Math scores for Meets was 52% and Masters was 26%. 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 (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./sp. ed. 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 two counselors, 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 (CIS) program implemented
- Great communication with parents
- Minimal discipline referrals
- Foundations Committee together for 6 years
- Teachers feel empowered and valued

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 consistently 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 consistently enforced classroom management that incorporates building relationships, student-teacher morning meetings, problem solving strategies, and a calming strategies.

Problem Statement 3: Some students lack academic responsibility and motivation. **Root Cause:** There is a need to foster stronger teacher/student relationships.

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' perceptions of our school and its effectiveness is one of a positive nature. They report feeling welcome on 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 their 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

- Successful community nights (Open House, Family, Math and Reading Nights)
- Specials teachers plan special events like Grade Level Music Programs, Veterans Celebration, and Field Day
- Direct teacher and parent communication
- Strong counselor support for students and families (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 on how to help their child in the areas of development, social-emotional, academic, and safety.

Root Cause: The school lacks community outreach involvement focused on 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 situations, 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 need more options for engaging in the school so that they can support their children at home.

Priority Problem Statements

Problem Statement 1: Anderson 4th Grade English/Spanish 2023 STAAR Reading scores for Meets was 47% and Masters was 24%. This means that 53% 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 2: Anderson 4th Grade English/Spanish 2023 STAAR Math scores for Meets was 52% and Masters was 26%. This means that 48% 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: Special Education students are not making adequate academic growth in Reading.

Root Cause 3: Differentiated Instruction and the correlation of IEP goals including modifications and accommodations have not been implemented with fidelity as well as gen. ed./sp. ed. teacher collaboration.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is increased misbehavior in common areas (cafeteria, hallways, & restrooms).

Root Cause 4: The school as a whole does not consistently enforce or support school-wide common rules and expectations created by the Foundations team.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Anderson 3rd Grade English/Spanish 2023 STAAR Reading scores for Meets was 53% and Masters was 25%. This means that 47% of students did not meet grade-level expectations.

Root Cause 5: Differentiated Instruction has not been implemented with fidelity within all classrooms.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Anderson 3rd Grade English/Spanish 2023 STAAR Math scores for Meets was 45% and Masters was 16%. This means that 55% 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

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
- 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 achieve the Meets level or above on the 2024 STAAR Reading Assessment from 53% to 58%.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 3rd Grade STAAR Reading Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Differentiate instruction based on the assessment results and identify students who need additional support and provide targeted interventions in letter sound recognition.</p> <p>Strategy's Expected Result/Impact: By the end of PK, 90% of students are expected to be proficient at 20 letter sounds.</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 2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Design and implement engaging and interactive activities that focus on phoneme segmentation, and use games, rhymes, and hands-on materials to make learning enjoyable.</p> <p>Strategy's Expected Result/Impact: By the end of Kindergarten, 70% of students are expected to meet benchmark levels in the area of phoneme segmentation through the mCLASS Assessment.</p> <p>Staff Responsible for Monitoring: kindergarten teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Paraprofessional Support - Title I - \$27,240</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement small group instruction with more targeted and individualized support for students with similar decoding needs.</p> <p>Strategy's Expected Result/Impact: By the end of first grade, 70% of students are expected to meet benchmark levels in the area of decoding through the mCLASS Assessment.</p> <p>Staff Responsible for Monitoring: first grade teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Student Success Manager - Title I - \$85,963</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a balanced literacy approach, which includes elements of phonics, fluency, vocabulary, comprehension, and writing, to foster overall reading proficiency.</p> <p>Strategy's Expected Result/Impact: By the end of second grade, 60% of students are expected to read on or above grade level on the BAS, SEL, or Running Record assessments.</p> <p>Staff Responsible for Monitoring: second grade teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Student Success Manager - Title I - \$85,963</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement a balanced literacy approach, which includes elements of phonics, fluency, vocabulary, comprehension, and writing, to foster overall reading proficiency.</p> <p>Strategy's Expected Result/Impact: By the end of third grade, 60% of students are expected to read on or above grade level on the BAS, SEL or running record assessments.</p> <p>Staff Responsible for Monitoring: third grade teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Instructional Coach - State Comp Ed - \$81,947.40</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: Anderson 3rd Grade English/Spanish 2023 STAAR Reading scores for Meets was 53% and Masters was 25%. This means that 47% of students did not meet grade-level expectations. **Root Cause:** Differentiated Instruction has not been implemented with fidelity within all classrooms.

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 achieve the Meets level or above on the 2024 STAAR Math Assessment from 45% to 50%.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 3rd Grade STAAR Math Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tailor instruction based on initial assessment results and identify students who need additional support in counting sets to provide targeted interventions.</p> <p>Strategy's Expected Result/Impact: By the end of PK, 90% of students are expected to master counting sets through the CIRCLE Assessment.</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>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Design and implement hands-on and interactive activities to engage students in counting and comparing sets and 1 to 1 correspondence, using manipulatives, visuals, and games to make learning enjoyable.</p> <p>Strategy's Expected Result/Impact: By the end of kindergarten, 60% of students are expected to score on or above grade level in numeracy on the Early Math Assessment.</p> <p>Staff Responsible for Monitoring: kindergarten teachers and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Support teachers with professional development opportunities to enhance their teaching methods and strategies for developing numeracy skills.</p> <p>Strategy's Expected Result/Impact: By the end of first and second grade, 60% of first grade students and 70% of second grade students are expected to be on or above grade level in numeracy on the Early Math Assessment.</p> <p>Staff Responsible for Monitoring: first and second grade teachers and instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Differentiate small group instruction to address students who are experiencing difficulties with mathematical fluency and fundamental math skills.</p> <p>Strategy's Expected Result/Impact: At the end of the 23-24 school year, 70% of students will meet the district mastery set score for the EOY Universal Screener in Eduphoria.</p> <p>Staff Responsible for Monitoring: third grade teachers, instructional coaches</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Instructional Coach - State Comp Ed - \$80,971.40</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Anderson 3rd Grade English/Spanish 2023 STAAR Math scores for Meets was 45% and Masters was 16%. 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 achieve the Meets level or above on the 2024 STAAR Reading Assessment from 47% to 52%.

High Priority

Evaluation Data Sources: 2024 STAAR Reading Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Fourth grade students will work in small group instruction to strengthen their reading and will track progress through district Common Formative Assessments (CFAs), Common Assessments (CAs), and the use of student data trackers.</p> <p>Strategy's Expected Result/Impact: At the end of the year, 52% of fourth grade students will achieve the Meets level or above on the 2024 STAAR Reading Assessment.</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</p> <p>Funding Sources: Paraprofessional support for EB - Title III - \$30,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: Anderson 4th Grade English/Spanish 2023 STAAR Reading 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>





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 achieve the Meets level or above on the 2024 STAAR Math Assessment from 52% to 57%

High Priority

Evaluation Data Sources: 2024 STAAR Math Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify students who are performing below the Meets level threshold and provide them with targeted, small-group instruction, focusing on their specific areas of weakness and addressing their learning needs.</p> <p>Strategy's Expected Result/Impact: At the end of the 23-24 school year, 80% of students will meet the district mastery-set score for the EOY Universal Screener in Eduphoria.</p> <p>Staff Responsible for Monitoring: fourth grade teachers, instructional coaches</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 4: Anderson 4th Grade English/Spanish 2023 STAAR Math scores for Meets was 52% and Masters was 26%. 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>

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 their Benchmark Assessment System (BAS)/Sistema de evaluacion de la lectura (SEL) proficiency by 2 levels.

High Priority

HB3 Goal

Evaluation Data Sources: BAS/SEL data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Leveled Literacy Intervention (LLI) instruction to teach decoding and comprehension skills needed to read leveled text. Strategy's Expected Result/Impact: At the end of the year, 65% of students will increase their BAS/SEL level. Staff Responsible for Monitoring: special education teachers, general education teachers and instructional coaches</p> <p>Problem Statements: Student Achievement 2, 3, 5 Funding Sources: Books and supplies - Title I - \$5,704</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 2: Anderson 3rd Grade English/Spanish 2023 STAAR Reading scores for Meets was 53% and Masters was 25%. This means that 47% 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 2023 STAAR Reading 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./sp. ed. 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.

Evaluation Data Sources: campus budget, audit report

Strategy 1 Details	Formative 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: Integrated relevant materials and training for maximized student success.</p> <p>Staff Responsible for Monitoring: principal, instructional coaches, secretary</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 2, 3, 5</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: Anderson 3rd Grade English/Spanish 2023 STAAR Reading scores for Meets was 53% and Masters was 25%. This means that 47% 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 2023 STAAR Reading 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./sp. ed. teacher collaboration.</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 trainings and implementation of new learning.

High Priority

Evaluation Data Sources: Strive artifacts, coaching feedback, T-TESS

Strategy 1 Details	Formative 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: New learning being implemented in the classroom and evidence shown of the new learning strategies through lesson planning.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, teachers</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 1</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Anderson 3rd Grade English/Spanish 2023 STAAR Math scores for Meets was 45% and Masters was 16%. 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 2023 STAAR Reading scores for Meets was 53% and Masters was 25%. This means that 47% 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 2023 STAAR Reading 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 2023 STAAR Math scores for Meets was 52% and Masters was 26%. 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 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./sp. ed. teacher collaboration.</p>
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 consistently enforce or support school-wide common rules and expectations created by the Foundations team.</p>





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: behavior referrals & Students Achieving Excellence (SAEs)

Strategy 1 Details	Formative 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 incorporates social skills curriculum and the comprehensive school counseling program.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved social-emotional skills, positive behavior, and character development, resulting in a more inclusive, empathetic, and respectful school community.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, counselor, teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Title I Counselor - Title I - \$101,500</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 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 consistently enforce or support school-wide common rules and expectations created by the Foundations team.</p>





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

Evaluation Data Sources: behavior referrals & Students Achieving Excellence (SAEs)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Foundations team will use a rubric to monitor common areas.</p> <p>Strategy's Expected Result/Impact: Increased SAEs and decreased behavior referrals.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, counselor, teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 consistently enforce or support school-wide common rules and expectations created by the Foundations team.</p>

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 3: We will enhance parental involvement in student academic development by promoting stronger and positive two-way communication with teachers.

Evaluation Data Sources: View-it parent communication log

Strategy 1 Details	Formative Reviews		
<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: Increased communication between parents and teachers will be able to support student 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>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Family Engagement Initiatives - Title I - \$3,573</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 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 consistently 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.

High Priority

HB3 Goal

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

Strategy 1 Details	Formative 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: Students will experience enhanced learning opportunities, increased academic growth, and a deeper understanding of the curriculum, leading to improved overall academic performance and achievement.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, teachers, paraprofessionals</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Planning and preparation - State Comp Ed - \$2,981, Supplies - State Comp Ed - \$2,981.20</p>	Formative		
	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 2023 STAAR Math scores for Meets was 45% and Masters was 16%. 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 2023 STAAR Reading scores for Meets was 53% and Masters was 25%. This means that 47% 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 2023 STAAR Reading 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 2023 STAAR Math scores for Meets was 52% and Masters was 26%. 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 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./sp. ed. teacher collaboration.</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 2: To ensure that all students and staff have access to technology to maximize learning and communication, and to enhance the educational practices of teachers.

Evaluation Data Sources: T-TESS, lesson plans, district coaching

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide the technology and programs needed in the classroom to supplement and enrich learning.</p> <p>Strategy's Expected Result/Impact: Consistent use of Dreambox, Seesaw, Unique Learning, Imagine Learning, S'more, and ClassKick</p> <p>Staff Responsible for Monitoring: principals, assistant principals, instructional coaches and teachers</p> <p>Title I: 2.4, 2.5, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Achievement 1, 4, 5</p> <p>Funding Sources: Dreambox - Title I - \$8,000, Software supporting EB Imagine Learning - Title III - \$7,350</p>	Formative		
	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 2023 STAAR Math scores for Meets was 45% and Masters was 16%. 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 4: Anderson 4th Grade English/Spanish 2023 STAAR Math scores for Meets was 52% and Masters was 26%. 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 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./sp. ed. teacher collaboration.</p>

Title I

1.1: Comprehensive Needs Assessment

Our planning team, consisting of both staff and community members, conducted a campus needs assessment, which involved analyzing the academic performance of all subjects and all students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Following the needs assessment, our planning team created a CIP (Campus Improvement Plan). Instructional Coaches provided valuable guidance, facilitating in-depth academic comparisons among all groups and aligning our plans with the district's academic goals.

2.2: Regular monitoring and revision

We will consistently oversee the CIP and adjust strategies in response to our identified needs. Our core team, composed of administrators, campus coaches, student support services coaches, RTI interventionists, and counselors, will be responsible for plan monitoring. After finalizing the Campus Improvement Plan, we will communicate it to both our 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 puts in place reform strategies to tackle school needs, providing opportunities for all students and student subgroups to surpass academic standards. Both staff and administration closely track grades and assessments to guarantee that students are progressing towards meeting State standards. Students who are at risk of falling short of their target benchmarks receive support and small group instruction, which includes:

1. RTI Instruction
2. In-Class Small Group Instruction
3. Pull-Out Support
4. 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

3.1: Annually evaluate the schoolwide plan

The team performed a yearly thorough assessment of the entire school, examining the academic performance of all students and various student subgroups. This assessment encompassed data from academic evaluations, as well as social and emotional feedback gathered from stakeholders, such as teachers (both general and special education), administrators, student support personnel, and families. Furthermore, the campus delved into the purpose, allocation of funds, and the availability of school resources. As part of ongoing assessments, the core team will conduct annual evaluations of the Title I Schoolwide Plan, ensuring its relevance and effectiveness throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

In collaboration with parents, the school crafted a formal Family Engagement Policy and a School Family Student Compact. Additionally, feedback gathered through our annual Parent Survey at the end of the school year was utilized to make any necessary adjustments to these documents.

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).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Paraprofessional Support		\$27,240.00
1	1	3	Student Success Manager		\$85,963.00
1	1	4	Student Success Manager		\$85,963.00
1	5	1	Books and supplies		\$5,704.00
4	1	1	Title I Counselor		\$101,500.00
4	3	1	Family Engagement Initiatives		\$3,573.00
5	2	1	Dreambox		\$8,000.00
Sub-Total					\$317,943.00
Budgeted Fund Source Amount					\$317,943.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Paraprofessional support for EB		\$30,000.00
5	2	1	Software supporting EB Imagine Learning		\$7,350.00
Sub-Total					\$37,350.00
Budgeted Fund Source Amount					\$37,350.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Coach		\$81,947.40
1	2	4	Instructional Coach		\$80,971.40
5	1	1	Planning and preparation		\$2,981.00
5	1	1	Supplies		\$2,981.20
Sub-Total					\$168,881.00
Budgeted Fund Source Amount					\$168,881.00
+/- Difference					\$0.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	\$524,174.00
				Grand Total Spent	\$524,174.00
				+/- Difference	\$0.00