

Allen Independent School District
Anderson Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics



Anderson All Stars

Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

At Anderson Elementary, we are committed to creating a supportive environment focused on learner-centered instruction, built on character, and developed through professional growth and collaboration with colleagues, parents and the community with the common purpose of supporting students in becoming engaged and successful learners.

Vision

Vision Statement:

Guided by our mission, we will strive for excellence by creating a school environment where.....

- « **Instruction** is TEKS and assessment driven and authentically engages students. Curriculum is designed to reflect relevant and authentic content which supports the development of the whole child.
- « **Students** have a clear understanding of expectations and are given the opportunity to successfully meet those expectations through engaging work in a safe and pleasant environment.
- « **Teachers** create an atmosphere of respect where meaningful, child-centered education is provided in a safe learning community and opportunities are provided for engaging, authentic learning.
- « **Administration** helps facilitate the collaboration of parents, teachers and students in the school community in order to provide a quality learning environment. Through the guidance of effective leadership, a healthy, supportive atmosphere is developed.
- « **Parental** involvement is vital to each child's overall success and is a valued resource encouraged by genuine partnerships and frequent communication.
- « **Community** is viewed as a valuable support to help promote understanding and achievement and enhance the real-world experiences provided to students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Anderson Elementary in Allen ISD opened in 1997 housing a little less than 600 students in Kindergarten through 6th grade. The campus was renovated in 2012. The demographic information in this 2016-2017 plan comes from the September 2016 district PEIMS report. Student enrollment at Anderson Elementary has decreased from approximately 900 students to about 600 students on average since the opening of Olson Elementary in 2009 which relieved this overcrowded campus. We have an almost equal number of boys and girls on the campus.

Hispanic and African American groups make up about 10% each of the campus population. The other campus groups are at approximately 60% White and 13% Asian. Pacific Islanders represent .17% of the campus population and 4.0% are enrolled as two or more races.

The student mobility rate for Anderson Elementary is around 5% which is significantly below the state average of 17.1%. The campus does not have any students who are migrant. Attendance rates have remained steady over the last several years at 97%. The campus attributes this achievement to a strong partnership with parents, highly qualified staff, and a focus on high-quality education. The campus is predominately a neighborhood school within the city limits. There are no bus routes serving this school. Anderson Elementary's student groups include 4.48% English Language Learners (ELLs), 15.0% Special Education Students, and approximately 8% Gifted and Talented.

Demographics Strengths

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

1. The attendance rate at Anderson Elementary has experienced little fluctuation over the last several years and remains steady around 97%.
2. We have added an additional special education program, DEAR (Developing Early Academic Readiness), and these students are included in general education classes as much as possible and appropriate.

Demographics Needs

Anderson Elementary has the following demographic needs.

1. The latest PEIMS report shows 15.0 % of students are identified as needing Special Education Services. This is above the state average of 8.5% and the district average of 10.1%.
2. The family structure in the Anderson neighborhood is changing as more occupants in neighborhood housing are renters or are three generations living together. We also have many grandparents raising elementary age grandchildren who attend Anderson. Teachers are having to learn, and implement, new instructional strategies to meet the needs of this student group.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Anderson Elementary met all four targets:

- Index one - Student Achievement: Target score 60, Anderson score 91
- Index two - Student Progress: Target score 32, Anderson score 51
- Index three - Closing Performance Gaps: Target score 28, Anderson score 54
- Index four - Postsecondary Readiness: Target score 12, Anderson score 61

Student achievement passing rates in Mathematics, Reading, Writing, and Science at Anderson Elementary were all above the state average.

Student Achievement Strengths

A thorough analysis of Anderson Elementary student achievement reveals the following areas of strength:

- Anderson Elementary received a rating of Met Standard in the state accountability.
- Anderson Elementary received one distinction designation for Academic Achievement in Math.
- Third grade showed an increase in Math and Reading in STAAR scores from 2015 to 2016. Math scores increased 2 points from 88% to 90%. Reading increased 3% from 89% to 92% with a 20% increase in students scoring at the advanced level. (32% in 2015, 52% in 2016)
- Fourth grade showed an increase or remained the same in Reading and Writing STAAR scores from 2015 to 2016. Reading scores increased 2% from 85-87%. Writing scores remained the same at 80%.
- Fifth grade showed an increase in Math scores from 2015 to 2016. Math scores increased 2 points from 97% to 99%.
- Anderson Elementary met 100% of the state system safeguards for performance and participation rates.

Math:

- Anderson Elementary's 2016 Math STAAR scores in 5th-99% and 6th-100% were above district STAAR scores (district scores: 5th-94%, 6th-94%).
- Anderson Elementary's Math advanced scores of 5th - 47% and 6th - 62%, were above district advanced scores (5th-37% and 6th-55%).
- Anderson Elementary's SPED group's Math STAAR scores in 5th-100% and 6th -100% grade were significantly above district scores (5th-58%, 6th - 76%).

Reading:

- Anderson Elementary's Reading STAAR scores (3rd-92% 5th-97%) were above district STAAR scores (3rd-90%, 5th-91%).
- Anderson Elementary students in grades 3, 5, and 6 all had 44% or more of their students score at the Advanced Level III on Reading STAAR in 2016.

Writing:

- Anderson Elementary's fourth grade Advanced Writing STAAR score in 2016 doubled from 14% in 2015 to 28% in 2016.

Science:

- Anderson Elementary's fifth grade Science STAAR score (89%) is at district STAAR score (89%).
- Anderson Elementary's SPED Science STAAR score in 2016 was 64% which is 11% higher than district score of 53%.

Student Achievement Needs

Our mission, is to teach so that students learn to their maximum potential, which compels us to address each area of student achievement need.

- Anderson Elementary's Fourth Grade Writing STAAR scores, 80% satisfactory, is below district average of 89%. This year's group of 4th graders will improve at least 5% to a 85% satisfactory rate moving toward being at District average. To accomplish this, we need to ensure writing across grade levels and content areas and make sure best practices are being utilized for writing instruction.
- Special Education and Hispanic students Writing scores were also significantly below district average so we are providing focused intervention for the current 4th graders to improve in this area for their writing assessment in the Spring.
- Fourth Grade Math Scores in 2016 were significantly below district average. Anderson 75%, Allen ISD 91%.

- In 5th grade Science, Special Education students and African American students scored significantly below the district average, so that is another focus area for our campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff will review student assessments in order to provide targeted instruction for improvement during instruction, intervention and tutoring. Core SIT team meets every 6-9 weeks to discuss student and teacher needs to promote achievement. Data is used to inform curriculum, instruction, intervention groups and assessment decisions. During professional development, vertical teaming, grade level planning, Core SIT meetings, data talks, professional learning, and instructional activities are aligned with student learning needs and expected outcomes for achievement.

Curriculum, Instruction, and Assessment Strengths

- High level of teaching at performance standards
- Data analysis to plan for instruction to meet student needs
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Small group instruction based on student needs
- Structured intervention/enrichment time for students on a daily basis
- Students receive effective interventions resulting in measurable progress
- Data talks are led by instructional leadership with necessary teachers to review data and develop intervention plans

Curriculum, Instruction, and Assessment Needs

- Need for individualized instruction
- Analysis of instructional data to drive instruction
- Strategy: Continued professional development in the area of small groups and differentiated instructional strategies

Family and Community Involvement

Family and Community Involvement Summary

In an effort to increase parental involvement and engagement, both the campus and PTA are looking for new opportunities to offer activities that will entice and involve more adult and family involvement at school functions. We are also partnering with local businesses that we haven't used before to promote their business as well as family time through Spirit Nights.

Family and Community Involvement Strengths

- Frequent opportunities for parental involvement: PTA, WatchDOGS, weekly Parent Newsletter from PTA and grade levels, classroom volunteers, campus volunteers
- Social media and technology provide up-to-date information for parents and the community- Twitter, PTA Facebook Page, campus website, Skyward messenger, and School Messenger message system
- Multiple PTA family events
- Community Service projects with ACO- toy drive and food drive
- Veteran's Day Program
- Family Picnic
- VIP Day
- Annual Back to School Parade
- Monthly meeting with PTA president
- Spring Fling Dance
- PTA Fall Carnival

Family and Community Involvement Needs

Increase College and Career Awareness for elementary students

We are in need of more parent volunteers for staff support and to campus activities

Comprehensive Needs Assessment Data Documentation

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


Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Anderson Elementary will improve in 4th grade math scores with a 5% increase over last year's 4th grade scores.

Evaluation Data Source(s) 1: 2017 STAAR math scores

Summative Evaluation 1:


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) More structured intervention block in 4th Grade. | 4th grade math teachers, SSI staff, administration | report cards and progress grades, benchmark and simulation data | | | | |
|  | | | | | | |

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 2: Current 5th Grade students' math scores will increase 5% as a whole over last year's 4th Grade scores.

Evaluation Data Source(s) 2: 2017 STAAR Math Scores

Summative Evaluation 2:


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Provide district IS support for 5th grade math teacher to plan and implement strategies and instruction to meet the needs of tier 3 students. | Principal, 5th grade math teacher, SSI staff | lesson plans, report cards and progress grades, benchmark and simulation data, progress monitoring | | | | |
|  | | | | | | |

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Anderson Elementary will maintain the Exemplary rating in all eight categories for the local accountability system.

Evaluation Data Source(s) 1: Local Accountability Rating

Summative Evaluation 1:


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Encourage parents to connect with the campus through social media through district and campus websites, Peachjar, Facebook and Twitter. | Principal and PTA President, teachers and staff | increase in parents/family that "follow" the campus on FB and Twitter | | | | |
|  | | | | | | |

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 2: Increase parent attendance at campus events by 50%

Evaluation Data Source(s) 2: Local Accountability Rating

Summative Evaluation 2:


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) The campus will provide opportunities and encourage meaningful parent participation in school wide activities | Principal and PTA President, teachers and staff | ticket sales for events, Art Sparks volunteers | | | | |
|  | | | | | | |

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Anderson Elementary School staff will ensure improvement in student learning by working in high-performing collaborative teams at least once per week.

Evaluation Data Source(s) 1: 2017 STAAR results and Distinctions Earned

Summative Evaluation 1:


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Teachers will plan in small groups with instructional specialists on a monthly basis to gather resources and instructional strategies to better meet the needs of tiered students | Principal, Grade Level Chairs and Staff | ALW, TTESS walk throughs, lesson plans, intervention plans, notes from RtI meetings | | | | |
| 2) Provide time for staff to plan collaboratively on staff development days. | Grade Level chairs and teams, Campus Administration | staff sign in sheets, lesson plans, student progress | | | | |
| 3) Administration will attend team planning meetings and instructional specialist visits with grade level/content area teachers | Administration, District instructional specialists | student performance, lesson plans, notes from instructional specialists | | | | |
|  | | | | | | |

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 2: Provide high quality and on going campus level professional development for teachers and staff members related to instruction .

Evaluation Data Source(s) 2: Student performance on campus, district and state assessments

Summative Evaluation 2:


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Teachers and support staff attend and contribute during staff and vertical team sessions as well as campus professional development. | Vertical Team Leaders, Campus Administration, District Instructional Specialists | vertical alignment, teacher lesson plans, meeting notes | | | | |
|  | | | | | | |

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Anderson Elementary will focus on technology integration across the curriculum, in all grade levels, while students become proficient in technology TEKS

Evaluation Data Source(s) 1: ALW and TTESS data as well as evidence of student created products

Summative Evaluation 1:


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) To have staff share and explore new technology tools, and collaborate regarding effective use by content area. | Staff, vertical team leaders, administration | meeting notes, lesson plans, staff development sign in sheets, Google Docs | | | | |
|  | | | | | | |

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Anderson Elementary will provide education and awareness to all students, staff, and school community to promote understanding of diversity.

Evaluation Data Source(s) 1: End of Year student survey results

Summative Evaluation 1:


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Host multi-cultural event for families | Campus Administration | attendance at Multi-Cultural event, family contributions to and participation in multi-cultural night | | | | |
| 2) Work with PTA Board and President to ensure representation and contributions from a diverse group of families. | Campus Administration and PTA President | attendance at Multi-Cultural event, family contributions to and participation in multi-cultural night | | | | |
|  | | | | | | |

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Anderson Elementary will provide a safe and secure environment to meet the academic and social needs of our students.

Evaluation Data Source(s) 1: End of year district student safety survey results and Campus Discipline referrals

Summative Evaluation 1:


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Monthly practice of safety drills | Teachers, Campus Administrators | Drill log sheet | | | | |
| 2) Character and bullying education the classroom for all students | Teachers, Counselor, Campus Administration | Student discussion in community circles, Counselor lesson plans for classroom guidance, fewer office referrals, distribution of Star Cards | | | | |
|  | | | | | | |

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Anderson Elementary will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Evaluation Data Source(s) 1: Work Place Dynamics Survey

Summative Evaluation 1:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Clear communication with staff through different modalities | Campus Administration | email, phone messages, weekly newsletter through Outlook for staff | | | | |
| 2) Gather input from district content area coordinators prior to purchasing resources for instruction | Campus Administration, District Content Area Coordinators | receipts from campus purchases | | | | |
|  | | | | | | |