

Allen Independent School District
Anderson Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics



Anderson All Stars

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.

Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Achievement | 5 |
| School Culture and Climate | 9 |
| Staff Quality, Recruitment, and Retention | 10 |
| Curriculum, Instruction, and Assessment | 11 |
| Parent and Community Engagement | 12 |
| School Context and Organization | 13 |
| Technology | 14 |
| Comprehensive Needs Assessment Data Documentation | 15 |
| Goals | 17 |
| Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success. | 17 |
| Goal 2: Promote and nurture collaborative relationships essential for successful students and schools | 20 |
| Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff | 21 |
| Campus Funding Summary | 22 |

Comprehensive Needs Assessment

Revised/Approved: July 16, 2018

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 2018-2019 plan comes from the snapshot day in the fall of 2017, district PEIMS report. With the opening of Olson Elementary in 2009, Anderson Elementary's student enrollment has consistently decreased from approximately 900 to approximately 500. We have an almost equal number of boys and girls on the campus.

The following demographic data is from the 2017-2018 school year. Anderson Elementary's student groups include 6% English Language Learners (ELL), 15% Special Education, and 8% Gifted and Talented. Additionally, 13% of students are Economically Disadvantaged, and 30% of students are identified as At-Risk. Anderson Elementary serves on average 550-600 students. 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 predominantly a neighborhood school within the city limits. There are no bus routes serving this school except for those serving the GATE Academy.

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. The class sizes at Anderson are below state and district averages in all grades.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The diversity within our campus is not mirrored in our staff.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school year, Anderson Elementary met these targets:

Domain 1 - Student Achievement: Anderson Elementary Score: 93

Domain 2 - Student Progress: Anderson Elementary Score: 86

Domain 3 - Closing Performance Gaps: Anderson Elementary Score: 94

These scores resulted in Anderson Elementary receiving a 2018 Texas Accountability Met Standard rating.

On the 2018 STAAR, the following scores for all grades show the percentage at Approaches or Above:

Reading - 91% (District 91%)

Math - 94% (District 94%)

Writing - 89% (District 86%)

Science - 89% (District 94%)

By grade level:

- 3rd grade Reading - 88% Met Standard-District at 90% and State 76% (87% Met Standard in 2017) and Math 87% Met Standard-District 91% and State 77% (84% Met Standard in 2017)
- 4th grade Reading - 90% Met Standard-District 89% and State 72% (87% Met Standard in 2017) and Math 88% Met Standard-District 92% and State 78% (89% Met Standard in 2017) and Writing 87% Met Standard-District 82% and State 61% (82% Met Standard in 2017)
- 5th grade Reading - 94% Met Standard-District 93% and State 78% (94% Met Standard in 2017) and Math 98% Met Standard-District 96% and State 84% (99% Met Standard in 2017) and Science 89% Met Standard District-90% and State 75% (90% Met Standard in 2017)
- 6th grade Reading - 88% Met Standard-District 89% and State 66% (90% Met Standard in 2017) and Math 96% Met Standard-District 95% and State

76% (100% Met Standard in 2017)

One focus for the campus is to look at the variance between the scores among student groups. Below are the 2018 STAAR scores listed by grade:

- 3rd Grade Reading: White 92%, Eco.Dis 75%, Special Ed. 71%, African American 67%, Hispanic 100%, Asian 100%
- 3rd Grade Math: White 85%, Eco. Dis 83%, African American 75%, Two or more races 100%, Special Ed. 57%, Asian 100%
- 4th Grade Reading: White 91%, African American 85%, Hispanic 89%, Eco. Dis 83%, LEP 89%, Asian 91%, Two or More Races 100%, SPED 82%
- 4th Grade Math: White 88%, LEP 78%, Eco. Dis 89%, Hispanic 78%, African American 92%, SPED 55%, Asian 91%, Two or More Races 100%
- 4th Grade Writing: White 88%, African American 92%, Eco. Dis 87%, Hispanic 67%, LEP 78%, Sped 55%, Asian 90%, Two or More Races 100%
- 5th Grade Reading: White 92%, Hispanic 100%, Eco. Dis 92%, African American 92%, Asian 100%, Two or More Races 100%, SPED 50%
- 5th Grade Math: White 98%, Hispanic 100%, African American 92%, Eco. Dis 92%, LEP 100%, Asian 100%, Two or More Races 100%, SPED 75%
- 5th Grade Science: White 90%, Hispanic 100%, Eco. Dis 92%, African American 80%, Asian 100%, Two or More Races 67%, SPED 75%
- 6th grade Reading: White 88%, Eco. Dis 81%, Hispanic 67%, LEP 100%, African American 89%, Asian 100%, Two or More Races 100%, SPED 58%
- 6th grade Math: White 96%, Hispanic 100%, Eco. Dis 94%, LEP 100%, African American 89%, Sped 92%, Asian 100%, Two or More Races 100%

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, individual students will be targeted for intervention and acceleration. It is a priority of the campus to close the gaps between all student groups with a special emphasis on the African American student group and the Special Education student group.

Student Achievement Strengths

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

- Exceeding the state targets on all three performance domains.
- Processes are in place that encourage frequent and productive collaboration to determine needs and strategies to support student achievement, particularly 504 and Special Education students.
- Anderson Elementary met 100% of the state system safeguards for performance and participation rates.

Anderson Elementary has worked extensively in early identification of student academic needs and providing effective, systematic intervention opportunities

which includes:

- School-wide Star Time Intervention
- Regularly Scheduled Grade Level Collaboration
- Before and After School Intervention
- State Approved Intervention Resources

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 18% of students in 4th, 5th and 6th grade showed limited growth on the 2018 Math STAAR. **Root Cause:** Lack of support and training in identifying essential standards, creation analysis of common formative assessments in order to plan and implement instructional strategies in order to increase student growth.

Problem Statement 2: 32% of students in 4th, 5th, and 6th grade showed limited growth on the 2018 Reading STAAR. **Root Cause:** Lack of support and training in identifying essential standards, creation analysis of common formative assessments, in order to plan and implement instructional strategies in order to increase student growth.

School Culture and Climate

School Culture and Climate Summary

Our campus motto is: "Educating the Whole Child with our Whole Heart". Our staff and community have embodied this motto, which can be seen through the students at Anderson. Our mission states, "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."

School Culture and Climate Strengths

Anderson Elementary embraces a culture in which personal and academic achievement is fostered for all students. Our school community is one that is inclusive and recognizes that our mission of fostering student success is accomplished through purposeful collaboration among all stakeholders.

- Varied after school programs and family events
- Students and staff feel safe on campus at Anderson
- Collegial and collaborative activities that promote positive communication and problem solving

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is a lack of consistency in the implementation of behavior expectations at each grade level. **Root Cause:** Anderson is a K-6 campus that uses the same behavior system for all grade levels, which makes it difficult to follow because of the varied ages and student needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality is an important factor in promoting student success on campus. All teachers and paraprofessionals are 100% highly qualified. Various activities, such as Sunshine Committee events, are held on campus to promote team building and a family-type atmosphere.

Staff Quality, Recruitment, and Retention Strengths

- 80% of Anderson teachers have more than 5 years of teaching experience
- Key placement of staff in content areas needing academic growth
- Consistent team and morale building activities
- Staff development plan based on campus and district needs as determined by our data
- High paraprofessional retention rate
- Instructional coaches utilized to build teachers' capacity in backwards planning, delivery of content and classroom management

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Administrative learning walk data indicates a lack of small group purposeful talk and critical writing in the content areas of reading and math. **Root Cause:** Teachers lack the training/follow up on how to effectively implement small group instruction in the content areas of reading and math.

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 periodically throughout the year 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, and instructional activities, we are focusing on student learning needs and expected outcomes for achievement.

Curriculum, Instruction, and Assessment Strengths

- Curriculum implemented with fidelity across the campus
- High level of teaching at performance standards
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Structured intervention/enrichment time (Star Time) for students on a daily basis
- Data talks are led by instructional leadership with necessary teachers to review data and develop intervention plans

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Anderson Elementary will increase STAAR progress in Reading and Math with a focus on staff development on analyzing data of students that did not meet progress. **Root Cause:** There are not as many opportunities for students that fall in the average range to have extension such as, AIM or RTI students. Anderson does a great job of serving struggling learners through SSI and inclusion support. Our students that fall in the middle range may be missing opportunities for growth.

Parent and Community Engagement

Parent and Community Engagement Summary

We are continuing to increase efforts to communicate with families and community stakeholders in a variety of ways. In an effort to increase parental involvement and engagement, we are continuing to identify and offer activities that will help achieve increases in these areas. We offer a variety of opportunities for parents and community members to come on campus. The campus website and calendar are kept up to date with the latest happenings at Anderson. We make sure that our routines are consistent. We take pride in the fact that parents describe our office staff as being very parent-friendly.

Parent and Community Engagement Strengths

- Multiple opportunities to volunteer on campus i.e. PTA, Watchdogs, parent volunteers on field trips, field day, etc
- Curriculum Night is held at the beginning of each school year to inform parents with an overview of the school year and how they can be involved to support their students academically
- Newsletters are sent home regularly by each grade level to share ideas on supporting their students and to keep them informed of upcoming topics in class
- Various PTA family events are held throughout the year
- Community Service projects with ACO such as toy drive and food drives
- Large turnout for special events such as Monday Morning Rallies, Multicultural Assembly, Field Day, STEM Night
- Excellent social media presence provides up-to-date information for students, parents and the community with the use of: Twitter, PTA Facebook and websites

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Our campus is in need of more PTA members volunteering at sponsored events and activities **Root Cause:** Parents are in need of a better understanding of what PTA does and the variety of ways they can volunteer as a member of PTA.

School Context and Organization

School Context and Organization Summary

Anderson Elementary is focused on improving student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers and administrators work together to make instructional decisions that support campus goals. When our students are not making progress, we conduct a Student Intervention Team meeting or a review ARD/504 staffing/meeting to make adjustments. We work hard to ensure that instructional time is maximized and uninterrupted. Systems have been put in place in order to ensure effective use of planning time.

School Context and Organization Strengths

- Strong communication between teams, teachers and administration
- Effective programs to support individualized instruction (AIM, SPED, ESL, SSI, etc.)
- Regularly scheduled RTI meetings to review strengths and needs of students
- Intervention/Enrichment block included in master schedule to target specific learning needs
- Weekly collaborative planning time for teachers with support from the Math and ELAR/SS Instructional Coaches
- Master schedule designed by administration and feedback from teachers to maximize instructional time
- Leadership roles such as, Operational and Instructional Leadership Team share team concerns and disperses pertinent information
- Study Hall available before school Mon.-Thur. to provide students additional time to complete work or receive extra support
- Tutoring is provided after school for additional targeted support
- Numerous opportunities for students to be involved in campus and leadership activities i.e. Pride Council, Environmental Club

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers need to consistently use student data derived from multiple measures such as, common formative assessments in order to develop targeted strategies to improve academic success for all students. **Root Cause:** Our teachers need additional time and PLC (Professional Learning Community) training in order for them to clarify essential standards, develop common assessments for learning, analyze evidence of student learning, and use that evidence to develop and implement strategies to improve student achievement.

Technology

Technology Summary

We will continue to implement the district's technology learning plan of transforming the traditional classroom into an innovative learning experience that meets the needs of the individual learner. Anderson has focused on digital learning and provided the staff with multiple trainings on a wide range of technology. We underwent a technology refresh in 2015 and have a 1:1 ratio of devices to students. The classrooms at Anderson are equipped with SMART boards that our teachers utilize daily.

Technology Strengths

- Technology is often used on the campus to supplement and enhance instruction
- Consistent implementation in grades 3-6 of Imagine Math and iStation, which have yielded an increase in student performance
- All teachers have a variety of options for what technology they want to use in their classroom
- Additional training is offered to staff through the district
- Campus Techs, Library Media Specialists and Instructional Coaches provide technology support
- Technology is available for all students to utilize before, during and after school
- Anderson has successfully built a culture in which students are accustomed to using technology in their academic work

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers are not consistently selecting the most appropriate digital tools in order to make the content more accessible to students, while supporting the strategy they have identified as the best method for the lesson delivery. **Root Cause:** There is a need for training/follow up over how to purposefully implement technology into the classroom.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Anderson Elementary will show a minimum of one year's worth of growth for students in the areas of reading and math, as measured by local and state assessments.

Evaluation Data Source(s) 1: 2018-2019 EOY Developmental Reading Assessment Results, EOY Kindergarten ISIP scores, EOY 1st and 2nd grade district math assessments, 3rd-6th grade Benchmarks, Simulations and STAAR data.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Sept | Dec | Mar | May |
| 1) Teachers will utilize instructional coaches to assist with lesson designing, modeling, and data interpretation. | 2.4, 2.5 | Administrator | | | | | |
| | Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 | | | | | | |
| 2) Teachers will develop and analyze campus based assessments and common formative assessments with the support of our instructional coaches and campus administration. | 2.4, 2.5, 2.6 | Administrator | | | | | |
| 3) All grade level teachers and support area will facilitate small group instruction in order to provide differentiated instruction for student growth and mastery. | 2.4, 2.5, 2.6 | Administrator | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Performance Objective 1 Problem Statements:

| |
|----------------------------|
| Student Achievement |
|----------------------------|

Problem Statement 1: 18% of students in 4th, 5th and 6th grade showed limited growth on the 2018 Math STAAR. **Root Cause 1:** Lack of support and training in identifying essential standards, creation analysis of common formative assessments in order to plan and implement instructional strategies in order to increase student growth.

Problem Statement 2: 32% of students in 4th, 5th, and 6th grade showed limited growth on the 2018 Reading STAAR. **Root Cause 2:** Lack of support and training in identifying essential standards, creation analysis of common formative assessments, in order to plan and implement instructional strategies in order to increase student growth.

Curriculum, Instruction, and Assessment

Problem Statement 1: Anderson Elementary will increase STAAR progress in Reading and Math with a focus on staff development on analyzing data of students that did not meet progress.

Root Cause 1: There are not as many opportunities for students that fall in the average range to have extension such as, AIM or RTI students. Anderson does a great job of serving struggling learners through SSI and inclusion support. Our students that fall in the middle range may be missing opportunities for growth.

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: In the 2018-2019 school year, Anderson Elementary will provide additional support and resources to improve achievement of the special programs' populations at Anderson.

Evaluation Data Source(s) 2: PLC Framework, Collective Commitments, Norms, Student Learning Objectives, T-TESS Goals, and student data charts.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Sept | Dec | Mar | May |
| 1) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking. | | Administrators, AIM Teacher, Teachers | Increase in gifted and talented performance on district and state assessment over time | | | | |
| | Funding Sources: Gifted/Talented - 71000.00 | | | | | | |
| 2) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. | | Administrators, ESL Teacher, Teachers | continued enrichment and intervention opportunities for ELL students | | | | |
| | Funding Sources: ESL - 0.00 | | | | | | |
| 3) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation. | | Administrators, SSI Staff, Teachers | continued enrichment and intervention opportunities for at-risk students | | | | |
| | Funding Sources: Comp Ed - 175000.00, School Excellence Initiative - 6500.00 | | | | | | |
| 4) Provide supplemental learning experiences and services for students to support individual learning needs. | | Administrators, SPED Staff, Teachers | continued enrichment and intervention opportunities for SPED students | | | | |
| | Funding Sources: Special Education - 385000.00 | | | | | | |
| 5) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. | | Administrators, ESL Teachers, Teachers | continued intervention for English Language Learners | | | | |
| | Funding Sources: Special Education - 385000.00 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 1: In the 2018-2019 school year, parent and community engagement will show an increase of 10% in participation during parent/community events and in the number of volunteers supporting the campus.

Evaluation Data Source(s) 1: Parent Engagement Sign-In Sheets, Volunteer Sheets

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Sept | Dec | Mar | May |
| 1) Provide incentives for parents and community members who volunteer with drawings for prizes and Volunteer of the Month parking spot. | 3.1 | Administrator | | | | | |
| | Problem Statements: Parent and Community Engagement 1 | | | | | | |
| 2) Faculty and PTA will coordinate multiple opportunities throughout the year for the Anderson community to come together to form a strong relationship. | 3.1, 3.2 | Administrator | | | | | |
| | Problem Statements: Parent and Community Engagement 1 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Performance Objective 1 Problem Statements:

| Parent and Community Engagement |
|--|
| Problem Statement 1: Our campus is in need of more PTA members volunteering at sponsored events and activities Root Cause 1: Parents are in need of a better understanding of what PTA does and the variety of ways they can volunteer as a member of PTA. |

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 1: In 2018-2019, Anderson Elementary will develop and utilize efficient, effective PLC processes to support classroom instruction and overall school operations.

Evaluation Data Source(s) 1: PLC Framework, Collective Commitments, Norms, SLOs, T-TESS Goals, and student data charts

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Sept | Dec | Mar | May |
| 1) Use AWARE to disaggregate test data and design teacher-created assessments and to set goals for student improvement. | | Administrators, Teachers, Instructional Coaches, Support Staff, | Targeted instruction based on students' needs | | | | |
| 2) Support will be provided to professional learning communities by focusing on staff development, peer collaboration, and increased opportunities for teacher leadership. | | Administrators, Instructional Coaches, Teachers | | | | | |
| Problem Statements: Staff Quality, Recruitment, and Retention 1 | | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Performance Objective 1 Problem Statements:

| Staff Quality, Recruitment, and Retention |
|--|
| Problem Statement 1: Administrative learning walk data indicates a lack of small group purposeful talk and critical writing in the content areas of reading and math. Root Cause 1: Teachers lack the training/follow up on how to effectively implement small group instruction in the content areas of reading and math. |

Campus Funding Summary

| School Excellence Initiative | | | | | |
|------------------------------|-----------|----------|----------------------------------|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 3 | supplemental staff and resources | | \$6,500.00 |
| Sub-Total | | | | | \$6,500.00 |
| Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 3 | supplemental staff and resources | | \$175,000.00 |
| Sub-Total | | | | | \$175,000.00 |
| Gifted/Talented | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | supplemental staff and resources | | \$71,000.00 |
| Sub-Total | | | | | \$71,000.00 |
| ESL | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | supplemental staff and resources | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 4 | supplemental staff and resources | | \$385,000.00 |
| Sub-Total | | | | | \$385,000.00 |
| Grand Total | | | | | \$637,500.00 |