

# **ANSON ELEMENTARY CAMPUS IMPROVEMENT PLAN**

**2023-2024**



**AISD- is a Title I Schoolwide District,  
and elementary school services 69.67% low income students.**

### ANSON ELEMENTARY SCHOOL MISSION STATEMENT

The mission of Anson Elementary is to provide a unique educational system to help students into life-long learners and responsible citizens who possess the education and self-esteem to compete successfully in a technological advanced and multicultural diverse society.

### PHILOSOPHY

It is the responsibility of educators to create the environment that will instill the desire for knowledge. As educators, we must not be content to compromise for mediocrity of our product.

### PRINCIPAL'S VISION

Anson Elementary School endeavors to create an environment that is welcoming, safe, and conducive to successful learning. It is my hope that Anson Elementary will become a center where children, parents, and community members come together to work with all students to reach their maximum potential. In order to achieve this environment, AES will create and maintain an educational system that will foster a campus culture that reinforces our traditions, celebrates our success, and lays the foundation for our future.

### LEGAL REFERENCE

*Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

#### Element 2.2

This plan was revised and/or evaluated for the 2023-2024 school year on August 26, 2023

#### Element 2.3

The campus improvement plan is available on the website at [www.ansontigers.com](http://www.ansontigers.com) and also available in the campus office. Translation is available upon request.

### THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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DISTRICT ESSA REQUIREMENTS

**Equity Plan** [ESSA Sec. 1112(b)(2)]:

After examining the equity gaps in Anson ISD, our long-term goal is to increase academic performance on all campuses by maintaining highly effective and certified teachers.

**Poverty Criteria** [Sec. 1112(b)(4)]:

Anson ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches.

**Schoolwide Programs** [Sec. 1112(b)(5)]:

The campuses will provide a well-balanced and appropriate curriculum for all students, including equitable opportunities to reach maximum potential using federal funds with SCE funds to serve at-risk students.

## Anson ISD Elementary School Summative Evaluation 2022-2023

<b>11 - Instructional</b>	Appropriations	Expenditures
Payroll	\$1,461,584.00	\$1,485,514.41
Contract Services	\$18,638.00	\$17,088.81
Supplies	\$41,292.00	\$39,091.49
Travel	\$15,569.00	\$9,052.61
<b>Total</b>	<b>\$1,537,083.00</b>	<b>\$11,550,747.32</b>

<b>21 - G/T</b>	Appropriations	Expenditures
Payroll	\$4,244.00	\$5,932.44
Contracted Services	\$1,565.00	\$2,037.00
Supplies	\$375.00	\$343.84
Other	\$500.00	\$267.22
<b>Total</b>	<b>\$6,684.00</b>	<b>\$8,580.50</b>

<b>23-SPED</b>	Appropriations	Expenditures
Payroll	\$202,083.00	\$2227,635.96
Contr. Serv.	\$75.00	\$80.00
Supplies	\$8,031.00	\$7,044.93
Travel	\$0	\$118.87

<b>Total</b>	<b>\$210,189.00</b>	<b>\$234,879.76</b>
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<b>25-ESL</b>	Appropriations	Expenditures
Payroll	\$8,688.00	\$20,134.92
Supplies	\$188.00	\$26.99
Contracted Services	\$500.00	\$500.00
Other	\$164.00	\$118.87
<b>Total</b>	<b>\$9,540.00</b>	<b>\$20,780.78</b>

<b>30-State Comp</b>	Appropriations	Expenditures
Payroll	\$121,798.00	\$90,151.73
Supplies	\$745.00	\$646.57
Travel/Awards	\$1,146.00	\$631.70
<b>Total</b>	<b>\$123,689.00</b>	<b>\$91,430.00</b>

<b>205-Headstart</b>	Appropriations	Expenditures
Payroll	\$138,427.00	\$141,285.64
Supplies	\$16,683.00	\$15,904.27
Tr/subs/stu	\$6,002.00	\$3,923.52
<b>Total</b>	<b>\$161,112.00</b>	<b>\$161,113.43</b>

<b>211-Title I, A</b>	Appropriations	Expenditures
Payroll	\$133,866.00	\$151,540.90
Contract Services	\$2,000.00	\$0.00

Travel	\$390.00	\$0
Supplies	\$21,610.00	\$22,804.67
<b>Total</b>	<b>\$154,866.00</b>	<b>\$174,345.57</b>

<b>255- Title II, A</b>	Appropriations	Expenditures
Payroll	\$2,547.50	\$2,468.36
Travel	\$8,435.00	\$0.00
<b>Total</b>	<b>\$10,982.50</b>	<b>\$2,468.36</b>

<b>224 - IDEA B</b>	Appropriations	Expenditures
Payroll	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>
<b>225 - IDEA B Pre-School</b>	Appropriations	Expenditures
Payroll	\$18,373.00	\$18,373.00
<b>Total</b>	<b>\$18,373.00</b>	<b>\$18,373.00</b>

<b>270-Rural and Low Income</b>	Appropriations	Expenditures
Supplies	\$12,634.00	\$12,754.96
<b>Totals</b>	<b>\$12,634.00</b>	<b>\$12,754.96</b>

<b>34 Pre K Compensatory</b>	Appropriations	Expenditures
Payroll	\$0	\$413.60
Others	\$0	\$0
<b>Totals</b>	<b>\$0</b>	<b>\$413.60</b>

<b>240 Cafeteria</b>	Appropriations	Expenditures
Contr. Services	\$700.00	\$0.00
Supplies	\$1,000.00	\$0.00
Other	\$0.00	\$0.00
<b>Totals</b>	<b>\$1,700.00</b>	<b>\$0.00</b>

<b>Title IV A</b>	Appropriations	Expenditures
Supplies	\$5,051.00	\$1,948.73
<b>Totals</b>	<b>\$5,051.00</b>	<b>\$1,948.73</b>

<b>410 Instructional Materials Allotment</b>	Appropriations	Expenditures
Supplies	\$25,401.00	\$4,390.11
<b>Totals</b>	<b>\$25,401.00</b>	<b>\$4,390.11</b>



<b>36 Early Education</b>	Appropriations	Expenditures
Payroll	\$61,827.00	\$71,913.40
Supplies	\$13,281.00	\$12,287.09
Other	\$9,000.00	\$0.00
<b>Totals</b>	<b>\$84,108.00</b>	<b>\$84,200.49</b>

<b>37 Dyslexia</b>	Appropriations	Expenditures
Payroll	\$65,061.00	\$71,994.98
Supplies	\$2,000.00	\$2,000.00
Travel	\$1,000.00	\$800.00
<b>Totals</b>	<b>\$68,061.00</b>	<b>\$74,794.98</b>

<b>282 - ESSER III Grant</b>	Appropriations	Expenditures
Stipends	\$290,000.00	\$172,813.47
Supplies	\$0.00	\$26,672.75
<b>Totals</b>	<b>\$290,000.00</b>	<b>\$199,486.220</b>

Anson ISD Proposed Budget for 2023-2024		
<b>199-General Fund</b>		
<b>11-General</b>	ES	Total
<b>Payroll</b>		
Instructional	\$ 1,776,868	
<b>Contracted Serv.</b>		
Contracted/Repair	\$ 15,998	
<b>Supplies</b>		
General Supplies	\$ 60,105	
<b>Travel</b>		
Travel/M meal	\$ 12,311	
<b>TOTAL</b>		<b>\$ 1,865,282</b>
<b>21-Gifted/Talented</b>		
<b>Payroll</b>		
Instructional	\$ 3,403	
<b>Contracted Serv.</b>		

Adv. Instruction	\$ 1,565	
<b>Supplies</b>		
G/T Supplies	\$ 375	
<b>Travel</b>		
Travel/Meal	\$ 500	
<b>TOTAL</b>		<b>\$ 6,684</b>

<b>23-SPED</b>		
<b>Payroll</b>		
Instructional	\$ 178,776	
Aide	\$ 94,1563	
		\$ 272,932
<b>Contracted Serv.</b>		
Tri-County Car/Bus	\$ 75	
<b>Supplies</b>		
SPED Supplies	\$ 5,320	
Fuel Tri-County Car	\$ 1,726	
Copy Paper	\$1,000	

	<b>ES</b>	<b>Total</b>
Bus Parts	\$8,046	

<b>Travel</b>		
Travel/Meal	0	
Tri County SSA		
<b>TOTAL</b>		<b>\$ 281,0539</b>
25-ESL		
<b>Payroll</b>		
Instructional		
Aide	\$ 8,688	
		\$ 8,688
<b>Contracted Serv.</b>		
ESL	\$ 500	
		\$ 500
<b>Supplies</b>		
General	\$ 188	
		\$ 188
<b>Travel</b>		
Staff Dev Travel		
Travel/meals	\$ 164	
		\$ 164
<b>TOTAL</b>		<b>\$ 9,540</b>
30-State Comp		
<b>Payroll</b>		
Instruction	\$ 29,540	
Aides		

Tutorial	\$ 1,000	
SAT Supervised		

	ES	Total
Principal Comp	\$ 37,380	
Counselor Comp	\$ 37,125	
Nurse Comp	\$ 8,585	
		\$ 113,630
<b>Supplies</b>		
Comp Supplies	\$ 745	
STAAR Supplies	\$ -	
Accelerated Read	\$ 610	
Travel/Training	\$ 506	
		\$ 1,861
Pregnancy Ed		
<b>TOTAL</b>		<b>\$ 115,491</b>
<b>36-Early Education</b>		
Payroll	\$ 67,1847	
Supplies	\$ 13,281	
Other	\$ 9,000	
<b>TOTAL</b>		<b>\$ 89,465</b>
<b>37-Dyslexia</b>		
Payroll	\$ 70,606	
Supplies	\$ 2,000	

Other	\$ 1,000	
<b>TOTAL</b>		<b>\$ 73,606</b>
38-CCMR Supplies		
Supplies		
<b>TOTAL</b>		
<b>Total General</b>		

	ES	Total
<b>205 Headstart</b>		
<b>Payroll</b>		
Aides	\$ 67,1006	
Teacher	\$ 85,3261	
		\$ 152,426
<b>Supplies</b>		
General	\$ 4,000	
Nutrition/Teacher/ai de	\$ 3,000	
Nutrition/children	\$ 3,000	
		\$ 10,000
<b>Travel</b>		
Travel, subsistence	\$ 4,000	
		\$ 4,000
<b>Total Headstart</b>		<b>\$ 166,4269</b>

<b>211-Title I, A</b>		
<b>Payroll</b>		
Instruction	\$ 118,087	
<b>Contracted Serv.</b>		
ESC14 Applic.	\$ 2,000	
<b>Supplies</b>		
General	\$ 11,613	

	ES	Total
<b>Travel</b>		
Prof. Development	\$ 50	
<b>Total Title I</b>		<b>\$ 131,750</b>
<b>225 - IDEA B Preschool</b>		
<b>Payroll</b>	\$ 28,888	
<b>Total IDEA B</b>		<b>\$ 28,888</b>
<b>240 - Cafeteria</b>		
Payroll	\$ 0	
Capital Outlay	\$ 0	

Contracted Services	\$ 700	
Supplies	\$ 1,000	
Travel		
<b>Total Cafeteria</b>		<b>\$ 1,700</b>
<b>244 - Carl Perkins Grant SSA</b>		
Supplies		
<b>Total Carl Perkins</b>		

	ES	Total
<b>255 - Title II, A</b>		
Payroll	\$ 2,500	
Travel	\$ 8,021	
<b>Total Title IIA</b>		<b>\$ 10,521</b>
<b>289 - Title IV, Part A SSAEP</b>		
Supplies	\$ 5,638	
<b>Total Title IV, Part A SSAEP</b>		<b>\$ 5,638</b>
<b>410 - Instructional</b>		
Textbooks	\$ 41,514	

	ES	Total
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Curriculum	\$41,512	
<b>Total Instructional Allotment</b>		<b>\$ 83,027</b>

### Student Demographics 2022-2023

The student demographics of Anson Elementary can be described as a student body of approximately 366 students composed of 51.09% Hispanic, 43.17% White, 0% Black or African American, 4.37% Two or more races, 0.55% Asian, and 0.55% Hawaiian/Pac Island, 0.27% American Indian/Alaskan. The gender breakdown of the school is 50.55% female and 49.45% male. Among these students, approximately 69.67% are identified as Economically Disadvantaged and 3.28% Limited English.

**Attendance Rate** 95.14%

### Instructional Programs

In addition to the “regular education” program, Anson Elementary School offers instructional programs designed to meet the special needs of the school’s students. Special services are provided for gifted and talented, special education, Limited English Proficient, and dyslexia students. Students enrolled in each program include: (1) ESL- 3.28% (2) Gifted and Talented 5.19% (3) Special Education 17.76% (4) Migrant 0% (5) Dyslexia 6.56% (6) Title I School-wide.

**The Campus Improvement Team reviewed the following data in order to develop this plan:**

- TAPR (Texas Academic Performance Reports)
- STAAR Data
- F&P Reading Data
- PEIMS
- Student Demographic Data
- Attendance Data
- Report Card Performance
- Accountability Ratings/System Safeguards
- Surveys
- Budget Information

- Special Programs Evaluation
- Student Handbook/Discipline
- Staff Development

Individual student weaknesses were determined by disaggregating STAAR data by subject area and the domain and skills within each of the following areas:

- ❖ All populations
- ❖ Title I
- ❖ E.S.L. (English as a Second Language)
- ❖ Special Education
- ❖ Gifted and Talented
- ❖ At Risk
- ❖ Dyslexia Students
- ❖ Economically Disadvantaged
- ❖ Asian/Pacific Islander
- ❖ African American
- ❖ Hispanic
- ❖ White
- ❖ More than two
- ❖ Modified

## STAAR Results – 3<sup>rd</sup> Grade Reading and Math

3 <sup>rd</sup> Grade Reading	All Students
2017-2018 STAAR	<b>74%</b>
2018-2019 STAAR	<b>65%</b>
2020-2021 STAAR	<b>66%</b>
2021-2022-STAAR	<b>79%</b>
2022-2023 STAAR	<b>88%</b>

3 <sup>rd</sup> Grade Math	All Students
2017-2018 STAAR	<b>72%</b>
2018-2019 STAAR	<b>67%</b>
2020-2021 STAAR	<b>54%</b>
2021-2022-STAAR	<b>70%</b>
2022-2023 STAAR	<b>86%</b>

3 <sup>rd</sup> Grade All Test	All Students
2017-2018 STAAR	<b>73%</b>
2018-2019 STAAR	<b>66%</b>
2020-2021 STAAR	<b>60%</b>
2021-2022-STAAR	<b>75%</b>
2022-2023 STAAR	<b>87%</b>

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 19**

<b>3<sup>rd</sup> Grade Reading</b>	<b>Female</b>
2017-2018 STAAR	<b>67%</b>
2018-2019 STAAR	<b>70%</b>
2020-2021 STAAR	<b>63%</b>
2021-2022 STAAR	<b>72%</b>
2022-2023 STAAR	<b>95%</b>
<b>3<sup>rd</sup> Grade Reading</b>	<b>Male</b>
2017-2018 STAAR	<b>83%</b>
2018-2019 STAAR	<b>59%</b>
2020-2021 STAAR	<b>69%</b>
2021-2022 STAAR	<b>84%</b>
2022-2023 STAAR	<b>81%</b>
<b>3<sup>rd</sup> Grade Reading</b>	<b>African American</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>0</b>
2022-2023 STAAR	<b>0</b>
<b>3<sup>rd</sup> Grade Reading</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>72%</b>
2018-2019 STAAR	<b>56%</b>
2020-2021 STAAR	<b>53%</b>
2021-2022 STAAR	<b>77%</b>
2022-2023 STAAR	<b>82%</b>
<b>3<sup>rd</sup> Grade Reading</b>	<b>Hispanic</b>
2017-2018 STAAR	<b>75%</b>

<b>3<sup>rd</sup> Grade Math</b>	<b>Female</b>
2017-2018 STAAR	<b>62%</b>
2018-2019 STAAR	<b>63%</b>
2020-2021 STAAR	<b>42%</b>
2021-2022 STAAR	<b>69%</b>
2022-2023 STAAR	<b>82%</b>
<b>3<sup>rd</sup> Grade Math</b>	<b>Male</b>
2017-2018 STAAR	<b>83%</b>
2018-2019 STAAR	<b>70%</b>
2020-2021 STAAR	<b>63%</b>
2021-2022 STAAR	<b>72%</b>
2022-2023 STAAR	<b>90%</b>
<b>3<sup>rd</sup> Grade Math</b>	<b>African American</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>0</b>
2022-2023 STAAR	<b>0</b>
<b>3<sup>rd</sup> Grade Math</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>72%</b>
2018-2019 STAAR	<b>62%</b>
2020-2021 STAAR	<b>38%</b>
2021-2022 STAAR	<b>68%</b>
2022-2023 STAAR	<b>78%</b>
<b>3<sup>rd</sup> Grade Math</b>	<b>Hispanic</b>
2017-2018 STAAR	<b>75%</b>

<b>3<sup>rd</sup> Grade All Test</b>	<b>Female</b>
2017-2018 STAAR	<b>65%</b>
2018-2019 STAAR	<b>67%</b>
2020-2021 STAAR	<b>53%</b>
2021-2022 STAAR	<b>71%</b>
2022-2023 STAAR	<b>89%</b>
<b>3<sup>rd</sup> Grade All Test</b>	<b>Male</b>
2017-2018 STAAR	<b>83%</b>
2018-2019 STAAR	<b>65%</b>
2020-2021 STAAR	<b>66%</b>
2021-2022 STAAR	<b>78%</b>
2022-2023 STAAR	<b>86%</b>
<b>3<sup>rd</sup> Grade All Test</b>	<b>African American</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>0</b>
2022-2023 STAAR	<b>0</b>
<b>3<sup>rd</sup> Grade All Test</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>72%</b>
2018-2019 STAAR	<b>59%</b>
2020-2021 STAAR	<b>46%</b>
2021-2022 STAAR	<b>73%</b>
2022-2023 STAAR	<b>80%</b>
<b>3<sup>rd</sup> Grade All Test</b>	<b>Hispanic</b>
2017-2018 STAAR	<b>75%</b>

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 20**

2018-2019 STAAR	<b>73%</b>
2020-2021 STAAR	<b>56%</b>
2021-2022 STAAR	<b>79%</b>
2022-2023 STAAR	<b>81%</b>
<b>3<sup>rd</sup> Grade Reading</b>	<b>White</b>
2017-2018 STAAR	<b>75%</b>
2018-2019 STAAR	<b>50%</b>
2020-2021 STAAR	<b>80%</b>
2021-2022 STAAR	<b>80%</b>
2022-2023 STAAR	<b>100%</b>
<b>3<sup>rd</sup> Grade Reading</b>	<b>Special Education</b>
2017-2018 STAAR	<b>33%</b>
2018-2019 STAAR	<b>50%</b>
2020-2021 STAAR	<b>33%</b>
2021-2022 STAAR	<b>20%</b>
2022-2023 STAAR	<b>60%</b>
<b>3<sup>rd</sup> Grade Reading</b>	<b>LEP</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>0%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>0%</b>
<b>3<sup>rd</sup> Grade Reading</b>	<b>Asian/Pacific Islander</b>
2017-2018 STAAR	<b>100%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>

2018-2019 STAAR	<b>56%</b>
2020-2021 STAAR	<b>41%</b>
2021-2022 STAAR	<b>79%</b>
2022-2023 STAAR	<b>81%</b>
<b>3<sup>rd</sup> Grade Math</b>	<b>White</b>
2017-2018 STAAR	<b>70%</b>
2018-2019 STAAR	<b>77%</b>
2020-2021 STAAR	<b>72%</b>
2021-2022 STAAR	<b>76%</b>
2022-2023 STAAR	<b>94%</b>
<b>3<sup>rd</sup> Grade Math</b>	<b>Special Education</b>
2017-2018 STAAR	<b>67%</b>
2018-2019 STAAR	<b>67%</b>
2020-2021 STAAR	<b>33%</b>
2021-2022 STAAR	<b>0%</b>
2022-2023 STAAR	<b>40%</b>
<b>3<sup>rd</sup> Grade Math</b>	<b>LEP</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>0%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>100%</b>
<b>3<sup>rd</sup> Grade Math</b>	<b>Asian/Pacific Islander</b>
2017-2018 STAAR	<b>100%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>

2018-2019 STAAR	<b>65%</b>
2020-2021 STAAR	<b>49%</b>
2021-2022 STAAR	<b>79%</b>
2022-2023 STAAR	<b>81%</b>
<b>3<sup>rd</sup> Grade All Test</b>	<b>White</b>
2017-2018 STAAR	<b>73%</b>
2018-2019 STAAR	<b>64%</b>
2020-2021 STAAR	<b>76%</b>
2021-2022 STAAR	<b>78%</b>
2022-2023 STAAR	<b>97%</b>
<b>3<sup>rd</sup> Grade All Test</b>	<b>Special Education</b>
2017-2018 STAAR	<b>50%</b>
2018-2019 STAAR	<b>59%</b>
2020-2021 STAAR	<b>33%</b>
2021-2022 STAAR	<b>10%</b>
2022-2023 STAAR	<b>50%</b>
<b>3<sup>rd</sup> Grade All Test</b>	<b>LEP</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>0%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>50%</b>
<b>3<sup>rd</sup> Grade All Test</b>	<b>Asian/Pacific Islander</b>
2017-2018 STAAR	<b>100%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 21**

2022-2023 STAAR	NA
<b>3<sup>rd</sup> Grade Reading</b>	<b>Native American</b>
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>3<sup>rd</sup> Grade Reading</b>	<b>Two or More</b>
2017-2018 STAAR	NA
2018-2019 STAAR	100%
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	80%

2022-2023 STAAR	NA
<b>3<sup>rd</sup> Grade Math</b>	<b>Native American</b>
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>3<sup>rd</sup> Grade Math</b>	<b>Two or More</b>
2017-2018 STAAR	NA
2018-2019 STAAR	100%
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	80%

2022-2023 STAAR	NA
<b>3<sup>rd</sup> Grade All Test</b>	<b>Native American</b>
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>3<sup>rd</sup> Grade All Test</b>	<b>Two or More</b>
2017-2018 STAAR	NA
2018-2019 STAAR	100%
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	80%

## STAAR Results – 4<sup>th</sup> Grade Reading, Math, & Writing

<b>4th Grade Reading</b>	<b>All Students</b>
2017-2018 STAAR	78%
2018-2019 STAAR	77%

<b>4th Grade Math</b>	<b>All Students</b>
2017-2018 STAAR	78%
2018-2019 STAAR	73%

<b>4th Grade All Test</b>	<b>All Students</b>
2017-2018 STAAR	66%
2018-2019 STAAR	67%

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 22**

2020-2021 STAAR	<b>54%</b>
2021-2022 STAAR	<b>65%</b>
2022-2023 STAAR	<b>71%</b>
<b>4th Grade Reading</b>	<b>Female</b>
2017-2018 STAAR	<b>82%</b>
2018-2019 STAAR	<b>71%</b>
2020-2021 STAAR	<b>58%</b>
2021-2022 STAAR	<b>65%</b>
2022-2023 STAAR	<b>62%</b>
<b>4th Grade Reading</b>	<b>Male</b>
2017-2018 STAAR	<b>74%</b>
2018-2019 STAAR	<b>83%</b>
2020-2021 STAAR	<b>53%</b>
2021-2022 STAAR	<b>65%</b>
2022-2023 STAAR	<b>79%</b>
<b>4th Grade Reading</b>	<b>African American</b>

2020-2021 STAAR	<b>56%</b>
2021-2022 STAAR	<b>53%</b>
2022-2023 STAAR	<b>47%</b>
<b>4th Grade Math</b>	<b>Female</b>
2017-2018 STAAR	<b>65%</b>
2018-2019 STAAR	<b>67%</b>
2020-2021 STAAR	<b>50%</b>
2021-2022 STAAR	<b>46%</b>
2022-2023 STAAR	<b>35%</b>
<b>4th Grade Math</b>	<b>Male</b>
2017-2018 STAAR	<b>86%</b>
2018-2019 STAAR	<b>78%</b>
2020-2021 STAAR	<b>58%</b>
2021-2022 STAAR	<b>59%</b>
2022-2023 STAAR	<b>58%</b>
<b>4th Grade Math</b>	<b>African American</b>

2020-2021 STAAR	<b>48%</b>
2021-2022 STAAR	<b>59%</b>
2022-2023 STAAR	<b>59%</b>
<b>4th Grade All Test</b>	<b>Female</b>
2017-2018 STAAR	<b>65%</b>
2018-2019 STAAR	<b>62%</b>
2020-2021 STAAR	<b>47%</b>
2021-2022 STAAR	<b>56%</b>
2022-2023 STAAR	<b>49%</b>
<b>4th Grade All Test</b>	<b>Male</b>
2017-2018 STAAR	<b>68%</b>
2018-2019 STAAR	<b>71%</b>
2020-2021 STAAR	<b>48%</b>
2021-2022 STAAR	<b>62%</b>
2022-2023 STAAR	<b>69%</b>
<b>4th Grade All Test</b>	<b>African American</b>

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

2017-2018 STAAR	<b>100%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>4th Grade Reading</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>71%</b>
2018-2019 STAAR	<b>73%</b>
2020-2021 STAAR	<b>50%</b>
2021-2022 STAAR	<b>53%</b>
2022-2023 STAAR	<b>67%</b>
<b>4th Grade Reading</b>	<b>Hispanic</b>

**2022-2023**

2017-2018 STAAR	<b>100%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>4th Grade Math</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>72%</b>
2018-2019 STAAR	<b>67%</b>
2020-2021 STAAR	<b>50%</b>
2021-2022 STAAR	<b>34%</b>
2022-2023 STAAR	<b>40%</b>
<b>4th Grade Math</b>	<b>Hispanic</b>

**CAMPUS IMPROVEMENT PLAN**

2017-2018 STAAR	<b>67%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>4th Grade All Test</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>58%</b>
2018-2019 STAAR	<b>64%</b>
2020-2021 STAAR	<b>43%</b>
2021-2022 STAAR	<b>44%</b>
2022-2023 STAAR	<b>54%</b>
<b>4th Grade All Test</b>	<b>Hispanic</b>

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 24**

2017-2018 STAAR	<b>87%</b>
2018-2019 STAAR	<b>78%</b>
2020-2021 STAAR	<b>50%</b>
2021-2022 STAAR	<b>64%</b>
2022-2023 STAAR	<b>73%</b>
<b>4th Grade Reading</b>	<b>White</b>
2017-2018 STAAR	<b>70%</b>
2018-2019 STAAR	<b>74%</b>
2020-2021 STAAR	<b>55%</b>
2021-2022 STAAR	<b>69%</b>
2022-2023 STAAR	<b>64%</b>
<b>4th Grade Reading</b>	<b>Special Education</b>
2017-2018 STAAR	<b>50%</b>
2018-2019 STAAR	<b>33%</b>
2020-2021 STAAR	<b>0%</b>
2021-2022 STAAR	<b>29%</b>
2022-2023 STAAR	<b>18%</b>
<b>4th Grade Reading</b>	<b>LEP</b>

2017-2018 STAAR	<b>63%</b>
2018-2019 STAAR	<b>74%</b>
2020-2021 STAAR	<b>41%</b>
2021-2022 STAAR	<b>55%</b>
2022-2023 STAAR	<b>50%</b>
<b>4th Grade Math</b>	<b>White</b>
2017-2018 STAAR	<b>85%</b>
2018-2019 STAAR	<b>68%</b>
2020-2021 STAAR	<b>68%</b>
2021-2022 STAAR	<b>54%</b>
2022-2023 STAAR	<b>45%</b>
<b>4th Grade Math</b>	<b>Special Education</b>
2017-2018 STAAR	<b>50%</b>
2018-2019 STAAR	<b>33%</b>
2020-2021 STAAR	<b>0%</b>
2021-2022 STAAR	<b>14%</b>
2022-2023 STAAR	<b>9%</b>
<b>4th Grade Math</b>	<b>LEP</b>

2017-2018 STAAR	<b>60%</b>
2018-2019 STAAR	<b>71%</b>
2020-2021 STAAR	<b>39%</b>
2021-2022 STAAR	<b>60%</b>
2022-2023 STAAR	<b>62%</b>
<b>4th Grade All Test</b>	<b>White</b>
2017-2018 STAAR	<b>70%</b>
2018-2019 STAAR	<b>60%</b>
2020-2021 STAAR	<b>53%</b>
2021-2022 STAAR	<b>62%</b>
2022-2023 STAAR	<b>55%</b>
<b>4th Grade All Test</b>	<b>Special Education</b>
2017-2018 STAAR	<b>33%</b>
2018-2019 STAAR	<b>28%</b>
2020-2021 STAAR	<b>0%</b>
2021-2022 STAAR	<b>22%</b>
2022-2023 STAAR	<b>14%</b>
<b>4th Grade All Test</b>	<b>LEP</b>



**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 25**

2017-2018 STAAR	<b>100%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>4th Grade Reading</b>	<b>Asian/Pacific Islander</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>4th Grade Reading</b>	<b>Native American</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>

2017-2018 STAAR	<b>100%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>4th Grade Math</b>	<b>Asian/Pacific Islander</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>4th Grade Math</b>	<b>Native American</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>

2017-2018 STAAR	<b>100%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>4th Grade All Test</b>	<b>Asian/Pacific Islander</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>4th Grade All Test</b>	<b>Native American</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 26**

<b>4th Grade Reading</b>	<b>Two or More</b>
2017-2018 STAAR	<b>100</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>80%</b>

<b>4th Grade Math</b>	<b>Two or More</b>
2017-2018 STAAR	<b>100%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>40%</b>

<b>4th Grade All Test</b>	<b>Two or More</b>
2017-2018 STAAR	<b>67%</b>
2018-2019 STAAR	<b>NA</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>60%</b>

## STAAR Results – 5<sup>th</sup> Grade Reading, Math, & Science

5th Grade Reading	All Students
2017-2018 STAAR	75%
2018-2019 STAAR	84%
2020-2021 STAAR	62%
2021-2022 STAAR	75%
2022-2023 STAAR	70%
5th Grade Reading	Female
2017-2018 STAAR	77%
2018-2019 STAAR	94%
2020-2021 STAAR	70%
2021-2022 STAAR	93%
2022-2023 STAAR	82%
5th Grade Reading	Male
2017-2018 STAAR	74%
2018-2019 STAAR	79%
2020-2021 STAAR	54%
2021-2022 STAAR	68%

5th Grade Math	All Students
2017-2018 STAAR	63%
2018-2019 STAAR	73%
2020-2021 STAAR	54%
2021-2022 STAAR	57%
2022-2023 STAAR	72%
5th Grade Math	Female
2017-2018 STAAR	53%
2018-2019 STAAR	69%
2020-2021 STAAR	58%
2021-2022 STAAR	73%
2022-2023 STAAR	77%
5th Grade Math	Male
2017-2018 STAAR	74%
2018-2019 STAAR	75%
2020-2021 STAAR	50%
2021-2022 STAAR	51%

5th Grade Science	All Students
2017-2018 STAAR	63%
2018-2019 STAAR	65%
2020-2021 STAAR	60%
2021-2022 STAAR	61%
2022-2023 STAAR	77%
5th Grade Science	Female
2017-2018 STAAR	40%
2018-2019 STAAR	56%
2020-2021 STAAR	54%
2021-2022 STAAR	60%
2022-2023 STAAR	77%
5th Grade Science	Male
2017-2018 STAAR	88%
2018-2019 STAAR	70%
2020-2021 STAAR	67%
2021-2022 STAAR	61%

5th Grade All Tests	All Students
2017-2018 STAAR	67%
2018-2019 STAAR	74%
2020-2021 STAAR	59%
2021-2022 STAAR	64%
2022-2023 STAAR	73%
5th Grade All Tests	Female
2017-2018 STAAR	57%
2018-2019 STAAR	73%
2020-2021 STAAR	60%
2021-2022 STAAR	75%
2022-2023 STAAR	79%
5th Grade All Tests	Male
2017-2018 STAAR	79%
2018-2019 STAAR	75%
2020-2021 STAAR	57%
2021-2022 STAAR	60%

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

2022-2023 STAAR	<b>61%</b>
<b>5th Grade Reading</b>	<b>African American</b>
2017-2018 STAAR	<b>50%</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>5th Grade Reading</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>70%</b>
2018-2019 STAAR	<b>74%</b>
2020-2021 STAAR	<b>55%</b>
2021-2022 STAAR	<b>72%</b>
2022-2023 STAAR	<b>62%</b>
<b>5th Grade Reading</b>	<b>Hispanic</b>
2017-2018 STAAR	<b>85%</b>
2018-2019 STAAR	<b>81%</b>

2022-2023 STAAR	<b>69%</b>
<b>5th Grade Math</b>	<b>African American</b>
2017-2018 STAAR	<b>50%</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>5th Grade Math</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>65%</b>
2018-2019 STAAR	<b>67%</b>
2020-2021 STAAR	<b>42%</b>
2021-2022 STAAR	<b>56%</b>
2022-2023 STAAR	<b>56%</b>
<b>5th Grade Math</b>	<b>Hispanic</b>
2017-2018 STAAR	<b>62%</b>
2018-2019 STAAR	<b>44%</b>

**CAMPUS IMPROVEMENT PLAN**

**PAGE 28**

2022-2023 STAAR	<b>77%</b>
<b>5th Grade Science</b>	<b>African American</b>
2017-2018 STAAR	<b>50%</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>5th Grade Science</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>64%</b>
2018-2019 STAAR	<b>58%</b>
2020-2021 STAAR	<b>48%</b>
2021-2022 STAAR	<b>59%</b>
2022-2023 STAAR	<b>68%</b>
<b>5th Grade Science</b>	<b>Hispanic</b>
2017-2018 STAAR	<b>60%</b>
2018-2019 STAAR	<b>50%</b>

2022-2023 STAAR	<b>69%</b>
<b>5th Grade All Tests</b>	<b>African American</b>
2017-2018 STAAR	<b>50%</b>
2018-2019 STAAR	<b>100%</b>
2020-2021 STAAR	<b>NA</b>
2021-2022 STAAR	<b>NA</b>
2022-2023 STAAR	<b>NA</b>
<b>5th Grade All Tests</b>	<b>Economically Disadvantaged</b>
2017-2018 STAAR	<b>66%</b>
2018-2019 STAAR	<b>66%</b>
2020-2021 STAAR	<b>48%</b>
2021-2022 STAAR	<b>62%</b>
2022-2023 STAAR	<b>62%</b>
<b>5th Grade All Tests</b>	<b>Hispanic</b>
2017-2018 STAAR	<b>69%</b>
2018-2019 STAAR	<b>58%</b>

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 29**

2020-2021 STAAR	<b>75%</b>
2021-2022 STAAR	<b>65%</b>
2022-2023 STAAR	<b>67%</b>
<b>5th Grade Reading</b>	<b>White</b>
2017-2018 STAAR	<b>71%</b>
2018-2019 STAAR	<b>85%</b>
2020-2021 STAAR	<b>48%</b>
2021-2022 STAAR	<b>88%</b>
2022-2023 STAAR	<b>81%</b>
<b>5th Grade Reading</b>	<b>Special Education</b>
2017-2018 STAAR	<b>17%</b>
2018-2019 STAAR	<b>0%</b>
2020-2021 STAAR	<b>20%</b>
2021-2022 STAAR	<b>0%</b>
2022-2023 STAAR	<b>25%</b>
<b>5th Grade Reading</b>	<b>LEP</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>

2020-2021 STAAR	<b>54%</b>
2021-2022 STAAR	<b>50%</b>
2022-2023 STAAR	<b>77%</b>
<b>5th Grade Math</b>	<b>White</b>
2017-2018 STAAR	<b>64%</b>
2018-2019 STAAR	<b>88%</b>
2020-2021 STAAR	<b>59%</b>
2021-2022 STAAR	<b>64%</b>
2022-2023 STAAR	<b>71%</b>
<b>5th Grade Math</b>	<b>Special Education</b>
2017-2018 STAAR	<b>83%</b>
2018-2019 STAAR	<b>67%</b>
2020-2021 STAAR	<b>20%</b>
2021-2022 STAAR	<b>0%</b>
2022-2023 STAAR	<b>58%</b>
<b>5th Grade Math</b>	<b>LEP</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>

2020-2021 STAAR	<b>58%</b>
2021-2022 STAAR	<b>54%</b>
2022-2023 STAAR	<b>77%</b>
<b>5th Grade Science</b>	<b>White</b>
2017-2018 STAAR	<b>68%</b>
2018-2019 STAAR	<b>76%</b>
2020-2021 STAAR	<b>64%</b>
2021-2022 STAAR	<b>68%</b>
2022-2023 STAAR	<b>85%</b>
<b>5th Grade Science</b>	<b>Special Education</b>
2017-2018 STAAR	<b>25%</b>
2018-2019 STAAR	<b>0%</b>
2020-2021 STAAR	<b>60%</b>
2021-2022 STAAR	<b>0%</b>
2022-2023 STAAR	<b>33%</b>
<b>5th Grade Science</b>	<b>LEP</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>

2020-2021 STAAR	<b>62%</b>
2021-2022 STAAR	<b>56%</b>
2022-2023 STAAR	<b>74%</b>
<b>5th Grade All Tests</b>	<b>White</b>
2017-2018 STAAR	<b>68%</b>
2018-2019 STAAR	<b>83%</b>
2020-2021 STAAR	<b>57%</b>
2021-2022 STAAR	<b>73%</b>
2022-2023 STAAR	<b>79%</b>
<b>5th Grade All Tests</b>	<b>Special Education</b>
2017-2018 STAAR	<b>42%</b>
2018-2019 STAAR	<b>22%</b>
2020-2021 STAAR	<b>33%</b>
2021-2022 STAAR	<b>0%</b>
2022-2023 STAAR	<b>39%</b>
<b>5th Grade All Tests</b>	<b>LEP</b>
2017-2018 STAAR	<b>NA</b>
2018-2019 STAAR	<b>100%</b>

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 30**

2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade Reading</b>	Asian/Pacific Islander
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade Reading</b>	Native American
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA

2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade Math</b>	Asian/Pacific Islander
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade Math</b>	Native American
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA

2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade Science</b>	Asian/Pacific Islander
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade Science</b>	Native American
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA

2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade All Tests</b>	Asian/Pacific Islander
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade All Tests</b>	Native American
2017-2018 STAAR	NA
2018-2019 STAAR	NA
2020-2021 STAAR	NA

**ANSON ELEMENTARY SCHOOL  
GOALS AND OBJECTIVES**

**2022-2023**

**CAMPUS IMPROVEMENT PLAN**

**PAGE 31**

2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade Reading</b>	<b>Two or More</b>
2017-2018 STAAR	0%
2018-2019 STAAR	100%
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA

2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade Math</b>	<b>Two or More</b>
2017-2018 STAAR	100%
2018-2019 STAAR	100%
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA

2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade Science</b>	<b>Two or More</b>
2017-2018 STAAR	0%
2018-2019 STAAR	0%
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA

2021-2022 STAAR	NA
2022-2023 STAAR	NA
<b>5th Grade All Tests</b>	<b>Two or More</b>
2017-2018 STAAR	33%
2018-2019 STAAR	67%
2020-2021 STAAR	NA
2021-2022 STAAR	NA
2022-2023 STAAR	NA

**CAMPUS NEEDS SUMMARY** (Narrative discussing findings and recommendations for meeting the needs having the highest priority). Recommendations for meeting these needs may include, but are not limited to, examples of programs, strategies, technology, and personnel. Recommendations will be listed in the strategic action column in the campus improvement plan.

The Anson Elementary School Campus Improvement Team (CIT) were issued the School/Parent Compact, the Parent Involvement Policy, and disaggregated data from last year's CIP in order to identify needs related to academic performance. They discussed both the low performing and high performing areas identified last year, and the issues dealing with the school climate and environment.

The committee especially discussed the identified sub-groups (economically disadvantaged and Hispanic population). The committee was made aware of the increase in the Hispanic population of the campus and the increase in the homeless

students on the campus. The principal shared the attendance information and the discipline data. The attendance percentage is excellent at AES, and the discipline is minimal.

After discussion, the committee identified three specific areas of concern – problem solving, math curriculum, and valuing parent feedback. The committee discussed ways to incorporate more individualized aid to identified struggling students. Many new younger students are coming to AES with deficits, and we need to find a successful means by which to fill the gaps while using the same time schedule and the same staff. The committee identified the following as strengths: safety, staff/student respect, and community environment.

**Campus Needs Assessment:** The needs identified by the staff and Campus Improvement Team based on review of all data collected and the programs evaluated include:

Ongoing needs:

- the need for consistent, aligned curriculum across grade levels
- the need to maintain an environment of least restrictive learning with appropriate interventions.
- the need to continue to improve parental involvement and communication
- the need to increase opportunities for students' exposure to technology
- the need to implement research based interventions regarding bullying
- the need to ensure a safe academic environment
- the need to provide healthy lifestyle programs
- the need to effectively use RTI to increase student achievement



### Anson Elementary Teacher Survey Results 2022-2023

How long have you been employed by Anson ISD?

Less than one year	16.7%
1-5 years	38.8%
5-10 years	27.8%
10-15 years	5.6%
Over 15 years	11.1%

	Definitely	Probably	Maybe	Probably Not	Definitely Not	Don't Know
Are the benefits of your position in line with the requirements and responsibilities of your position?	33.3%	61.1%	–	5.6%	–	–

Please rate Anson ISD on providing the following:

	Excellent	Good	Fair	Poor	Very Poor
The support and resources necessary to perform your job well	38.9%	50%	11.1%	–	–
Classroom facilities	33.3%	27.8%	38.9%	–	–
Computer facilities	44.4%	22.2%	27.8%	5.6%	–
Parking availability	55.6%	22.2%	22.2%	–	–

Campus security	44.4%	55.6%	–	–	–
Overall quality of education	38.9%	61.1%	–	–	–
Overall quality of instructors	44.4%	33.3%	22.2%	–	–

How well do you think your school is preparing your students for the following:

	Very Well	Somewhat Well	Not Well	Not At All
To succeed in college	44.4%	50%	5.6%	–
To succeed in a good job	44.4%	50%	5.6%	–
To know how to learn	50%	38.9%	11.1%	–
To socialize properly	38.9%	61.1%	–	–
To become good citizens	61.1%	33.3%	5.6%	–
To solve problems	38.9%	44.4%	16.7%	–

### **Anson ES Parent Survey Results 2022-2023**

How much do you agree with the following?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Parent activities are scheduled at times that I can attend	4.4%	8.9%	44.4%	42.2%
I know how to contact my child's teacher(s)	2.2%	–	26.7%	71.1%
I am treated with respect in my child's school	4.5%	2.3%	27.3%	65.9%
I am satisfied with the response I get when I contact my child's school with questions or concerns	8.9%	2.2%	26.7%	62.2%
I feel welcome in my child's school	6.7%	–	26.7%	66.7%
I know how to help my child succeed in school	4.4%	4.4%	31.1%	60.0%

The principal or school leader...

	Strongly Disagree	Disagree	Agree	Strongly Agree
is available to me	2.2%	4.4%	33.3%	60.0%
works to create a sense of community in the school	2.2%	8.9%	24.4%	64.4%

promotes parent/guardian involvement	8.9%	2.2%	28.9%	60.0%
has high standards for student learning	6.8%	2.3%	25.0%	65.9%
treats all students fairly	8.9%	2.2%	31.1%	57.8%

How often do the following happen?

	Never	Rarely	Occasionally	Most or All of the time
Adults at my child's school treat my child with respect	–	2.2%	13.3%	84.4%
My child feels safe at school	–	–	11.1%	88.9%

How much do you agree with the following?  
My child's school...

	Strongly Disagree	Disagree	Agree	Strongly Agree
communicates with me in a language I understand	2.2%	–	28.9%	68.9%
communicates with me in a manner that is clear and timely	2.2%	4.4%	31.1%	62.2%

gives me information about how I can help my child be successful in school	4.4%	6.7%	33.35	55.6%
gives me information about what my child is expected to learn	4.4%	6.7%	35.6%	53.3%
does a good job of letting me know about school rules and policies	2.2%	–	37.8%	60.0%
values my feedback	6.7%	11.1%	26.7%	55.6%
My child's school meets the specific academic needs of my child (for example, math and reading support)	6.7%	8.9%	22.2%	62.2%
Teachers at my child's school encourage my child to work hard	2.2%	2.2%	28.9%	66.7%
I am pleased with the quality of education my child's school is providing for my child	4.4%	13.3%	17.8%	64.4%

## ANSON ISD GOALS

1. Anson I.S.D. will have 75% of students in all subjects meet the passing standard on the STAAR, and 15% of students meeting Level III Masters on STAAR.

2. Anson I.S.D. will provide a safe, orderly environment for students and will implement programs that promote a healthy lifestyle.
3. Anson I.S.D. will recruit, nurture, and train a staff of dedicated and highly qualified professionals and paraprofessionals.
4. Anson I.S.D. will actively involve the community in the educational processes of the Anson schools.

## Elementary School Belief Statements

1. The faculty and staff of Anson Elementary will challenge all students academically and physically while ensuring that all students are successful.
2. The faculty and staff of Anson Elementary will work cooperatively to promote a positive environment that encourages and enables students to grow in confidence, responsibility, and respect for others.
3. The faculty and staff of Anson Elementary School will provide a safe physical environment for all children.
4. The faculty and staff of Anson Elementary School will maintain a bridge of communication and cooperation between the home, the school, and the community.

### Element 2.4 & 2.5 Reform Strategies

## GOAL 1 – Strategy 1 STAAR Preparation and Success

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement by 2024, a high percentage will achieve advanced performance, and 80% of

students will pass campus benchmarks. Each grade level showed an increase in math fact fluency. The results are on file with Mrs. Teichelman.

Supports STAAR Reading- Grade: 3-5<sup>th</sup>, STAAR Math- Grade:3-5<sup>th</sup>, STAAR Science- Grade: 5<sup>th</sup>, STAAR Writing: 4<sup>th</sup>

**Brief Description:** Quality materials, experiences, and instruction will be used to ensure student success on STAAR assessment.

**Source of Funding:**

Testing Supplies	\$375.00
TEKS Resource/Bank	2200.00
Eduphoria	2,400.00
<b>TOTAL</b>	<b>\$4,975.00</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Use trade books, basils, books on tape, library books, magazines, newspapers, and various genres through library access for PK-5.	AES Principal & Teachers	library books with appropriate level of reading, Discovery Education, Scholastic News, Weekly Reader, magazine subscriptions	August – May 2023-2024	reading comprehension, sentence fluency

Incorporate instructional strategies in the classroom.	AES Principal & Teachers	Amplify, Eureka, Rocket Math, Amplify Phonics, Renaissance, TEKS Resource	August – May 2023-2024	Benchmark scores, assessment provided with instruction, assessments given periodically
Students will gain enrichment and knowledge through math and reading software with weekly hands-on experience in the computer lab.	AES Principal & Teachers	Starfall, Amplify, Rocket Math, Happy Numbers	August – May 2023-2024	Assessments provided with instruction
Tutorial time in the classroom to provide more time on task.	Teachers	Classroom curriculum, TEKS Resource	August – May 2023-2024	Assessments provided with instruction
Smart boards are used in the classrooms to enhance classroom/STAAR instruction.	Teachers	Clever Touch Software	August – May 2023-2024	Benchmark scores, assessment provided with instruction, assessments given periodically
AES teachers will use Rocket Math or classroom math fact test to increase math fact fluency.	classroom teachers	Rocket Math, Eureka Sprints	August – May 2023-2024	math facts being completed correctly
AES students will go to a math lab to receive math intervention.	math lab teacher, classroom teachers	math curriculum	August – May 2023-2024	Benchmark scores, assessments given by classroom teachers



AES teachers will use the Class Dojo app to alert parents of school events (academics and extracurricular).	Classroom teachers	Class	August – May 2023-2024	Number of parents registered for Class Dojo
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*Anson Elementary School identifies and addresses at-risk and targeted students and provides them with individual needs and equitable opportunities to succeed.*

### SUMMATIVE EVALUATION

AES will attain all System Safeguards with emphasis upon improving the scores of all students.

### PROGRESS REPORT DATES

Daily, weekly, and three-weeks progress reporting  
Six Weeks Progress Reports  
STAAR and TELPAS Test Results, 2023

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
1. AES will increase the math monitoring by prioritizing the immediate response implementation for students.	Principal Teachers	Tutorials Math Intervention Data Boards	August – May	STAAR Teacher Evaluation
2. AES will implement the Fundamental Five strategies with emphasis on framed lesson plans, small group activities, teacher power zone, identification of goals and objectives for students, and critical writing exercises.	Principal Teachers Administration	Problem solving and higher order thinking skills material and ideas	September - May	Data in Fluency and Comprehension, Assessments Admin Evaluation

3. AES teachers will use the App Class Dojo to periodically inform or remind parents of their child's assignments	Teachers Parents	Free Downloadable APP	September - May	Increased Parent/Teacher Communication, Grades, and Assessments
4. AES will continue using, "Eureka" curriculum for K-5 for congruence of language and scope and sequence.	Teachers Principal	High- Quality Instructional Materials	August - May	Teacher Evaluation STAAR performance
5. To align with TEKS, AES will use "Amplify" with daily rigor, cooperative learning, and auto feedback.	Teachers Principal	High- Quality Instructional Materials	August - May	Teacher Evaluation STAAR performance
6. AES will provide a math and reading lab for students to receive math and reading intervention.	Teachers	Scheduling	October – May	Teacher Evaluation STAAR performance

## GOAL 1 – Strategy 2 Advanced Educational Opportunities

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5<sup>th</sup>, STAAR Math- Grade: 3-5<sup>th</sup>, STAAR Science- Grade: 5<sup>th</sup>

**Brief Description:** Students will be encouraged to participate in rigorous academic programs and activities which will provide equitable opportunities to reach maximum potential.

**Source of Funding:**

Textbooks	\$12,051.83.00
Textbooks - State	10.00
Curriculum/Sftwre	13,340.00
<b>TOTAL</b>	<b>\$25,401.83.0</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Students will be encouraged to participate in computer programs which will provide equitable opportunities to reach ongoing maximum potential.	Teachers	Prodigy, Plato, Math Blasters, Education City, Learning Farm, IXL, Generation Genius, Renaissance, Khan Academy, Quizizz	August – May 2023-2024	Look at test results from computer print outs and classroom assessments
Students are encouraged to try out for and participate in UIL activities to compete with other elementary schools in the district.	UIL Coordinator and Instructors	Appropriate supplies for each UIL competition	September-December 2023	UIL competition
Students in 4 <sup>th</sup> and 5 <sup>th</sup> grade that meet academic, attendance, and citizenship criteria will be selected for the National Honor Society.	4 <sup>th</sup> and 5 <sup>th</sup> Grade Teachers, Principal	National Honor Society resources	August – May 2023-2024	Number of students in NHS

## GOAL 1 – Strategy 3 Title I, A (211)

### SUMMATIVE EVALUATION

Ninety percent (90%) of all Title I and At-risk students will pass all portions of the STAAR informal Assessments.

Supports STAAR Reading- Grade: 3-5<sup>th</sup>, STAAR Math- Grade: 3-5<sup>th</sup>, STAAR Science- Grade: 5<sup>th</sup>, STAAR Writing: 4<sup>th</sup>

**Brief Description:** The Anson Elementary School Campus is a Title I Part A program with a student poverty rate exceeding 50%. The campus will provide a well-balanced and appropriate curriculum for all students including equitable opportunities to reach maximum potential using federal funds with SCE funds to serve At-Risk students. 90% of all Title I and At-Risk students will pass all portions of the STAAR.

### Source of Funding:

Payroll	\$133,866.000
Travel for Professional Dev.	390.00
Supplies	21,610..00
SSA with Reg. XIV ESC	2,000.00
<b>TOTAL</b>	<b>\$157,866.00</b>

Number of FTEs  
Schoolwide Campus 2

K.A., ES Math Specialist 100%  
B.D., ES Reading Specialist 100%

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
The Elementary counselor identifies all At-Risk students, using state criteria at the beginning of the school year.	Principal, counselor, Title I Teachers	State criteria identification	August – May 2023-2024	Percentage of students meeting Title I requirements
AES provides the opportunity for students to attend summer school in order to fulfill educational requirements.	Principal, Teachers, Staff	Grants	June 2024	Number of students successfully completing required curriculum.
AES will conduct a needs assessment survey for parents, students, and faculty in order to evaluate and assess program effectiveness.	Principal, Title I Coordinator	Faculty, Campus Improvement Team, Parents, Surveys	March, April, May 2024	Surveys are evaluated in order to evaluate and assess program effectiveness. Effectiveness of activities after determining needs.
Response to Intervention Teams are established to assist in identifying and serving as an early warning system which provides interventions for At-Risk students that are having difficulties.	Principal, Counselor, Teachers	Informal assessments, Amplify, previous STAAR results are examined and analyzed in order to support At-risk students who are having difficulties, MAPS	August – May 2023-2024	Student performance

Through the Reading Intervention program, there will be intense small group reading instructions to accelerate the At-Risk reader.	Principal, Reading Intervention Teachers	Research based Reading Intervention Program	August – May 2023-2024	Records will help determine the progress of At-Risk readers.
Pre-K students will visit the kindergarten classrooms to become familiar with the new learning environment to ensure a smooth transition from preschool to kindergarten.	Principal, Pre-K teachers, Diagnostician	Classroom of Kindergarten teacher	August – May 2023-2024	Observations of new kindergarten students.
AES provides professional development in order to effectively implement the curriculum and educational programs.	Administration, Principal, and Teachers	ESC 14, Tri-County Educational Co-Op,	August – May 2023-2024	Teacher effectiveness in classroom
AISD provides a \$500 pay above base pay for a Bachelor's Degree and a \$1000 above base pay for a Master's Degree in order to attract highly qualified staff.	AISD and School Board	Administration	August – May 2023-2024	Title I, Highly Qualified Evaluation form
AES notifies parents when a child is assigned for more than 4 consecutive weeks a teacher who is not appropriately certified or uncertified in an understandable and uniform format and, to the extent practicable, in a language the parents can understand	Administration	Parent Notification Form	Sept. 2023	Posting of forms
AES will post to parents at the beginning of the school year the availability of teacher's qualifications in language that parents can understand.	Principal, Title 1 Director	Title 1 Brochure	Aug.-Sept. 2023	Number of handouts

## GOAL 1 – Strategy 4 Title II, Part A

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5<sup>th</sup>, STAAR Math- Grade: 3-5<sup>th</sup>, STAAR Science- Grade: 5<sup>th</sup>, STAAR Writing: 4<sup>th</sup>

**Brief Description:** The Anson Elementary School Campus utilizes Title II funds to ensure High Quality Professional Development.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
AES will use Title II money to provide high quality professional development.	Teachers, Principal, ESC 14		August – May 2023-2024	T-TESS Evaluation

### Source of Funding:

Travel for Professional Dev.	\$8,435.00
Payroll	\$2,547.00
<b>TOTAL</b>	<b>\$10,982.50</b>

## GOAL 1 – Strategy 5 Rural & Low Income (270)

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5<sup>th</sup>, STAAR Math- Grade: 3-5<sup>th</sup>, STAAR Science- Grade: 5<sup>th</sup>

**Brief Description:** The Anson Elementary School Campus utilizes Rural & Low income funds for supplies.

#### Source of Funding:

Supplies	\$12,634.00
<b>Total</b>	<b>\$12,634.00</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
AES will use Rural & Low Income money to provide a quality education to improve academic achievement.	Teachers, Principal	Supplies	August – May 2023-2024	Student Achievement

## GOAL 1 – Strategy 6 Title IV A Student Support and Academic Enrichment Program

The overarching goal of Title IV, Part A, Subpart 1, is to increase the capacity of state education agencies, local educational agencies (LEAs), campuses, and communities to meet the following three goals:

1. Provide all students access to a well-rounded education
2. Improve school conditions for student learning (safe and healthy students)



3. Improve the use of technology to improve the academic outcomes and digital literacy of students

*Objective #1:* Anson ISD will increase math achievement scores by 3% in tested areas by June, 2024 by purchasing additional graphing calculators in secondary math classrooms.

*Objective #2:* Anson ISD will implement the Leader In Me program for all students on all campuses by the end of the 2023-2024 school year. The program ties to Goal 2, Improving School Conditions, by improving campus climate and student mental health.

**Source of Funding:**

Supplies	\$5,051.00
<b>TOTAL</b>	<b>\$5,051.00</b>

## GOAL 1 – Strategy 7 At Risk Programs/State Comp (199 - 30)

**Element 2.6** \*All students including at risk are being addressed through academic standards

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th

**Brief Description:** All levels of instruction and staff-student interaction at AES will address At-Risk students with appropriate educational intervention strategies.

**Source of Funding:**

Instruction	\$29,540.00
Principal Comp	37,380.00
Counselor Comp	37,125.00
Nurse Comp	8,585.00
Accelerated Reader	610.00
Travel/Training	506.00
Comp Supplies	745.00
<b>TOTAL</b>	<b>\$115,491.00</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
AES provides individualized leveled instructional computer programs that will be used for At-Risk readers to strengthen reading fluency, vocabulary, and comprehension.	Principal, Teachers, Computer Aide	IXL, Read Words, Amplify, Renaissance, Starfall	August – May 2023-2024	Student at-risk identification
Confer with PEIMS secretary and school counselor to identify At-Risk students from PEIMS data.	Principal, Counselor, Teachers, PEIMS secretary	PEIMS Data	August – May 2023-2024	Number of students identified

AES will confer with teachers to identify possible At-Risk students in classrooms not already identified by State criteria.	Counselor, Teachers	Classroom data	August – May 2023-2024	Teacher referrals
AES will implement parent/teacher conferences/meetings to ensure communication and trust in order to help meet the needs of At-Risk students.	Counselor, Teachers, Principal	Agenda	August – May 2023-2024	Number and success of meetings
AES will increase perfect attendance by providing incentives as a way to boost students' attendance.	Principal	Donated and purchases items	August – May 2023-2024	Attendance evaluation
AES provides instruction for teachers concerning the District handbook policies on tardies and absences.	Principal, Teachers, Counselor	District Handbook, Local Staff Development	August 2023	Number of tardies/absence s
AES uses attendance records to identify areas of concern.	Principal, Teacher, Secretary, Counselor	Attendance Records	August – May 2023-2024	Number of days absent
AES addresses At Risk students and their educational needs through direct intervention like inclusion, tutoring, and pull-out programs by classroom teachers, the counselor, and SCE paraprofessionals.	Principal, Teachers, Counselor	Amplify, MAPS, STAAR scores, observations, assessments	August – May 2023-2024	Increased STAAR scores, Passing grades

**GOAL 1 – Strategy 8 Special Education (199, 23)**

**SUMMATIVE EVALUATION**

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5<sup>th</sup>, STAAR Math- Grade:3-5<sup>th</sup>, STAAR Science- Grade: 5<sup>th</sup>, STAAR Writing: 4<sup>th</sup>

**Brief Description:** AES will provide special education services to identify students with learning disabilities, using technology, qualified staff, and TEKS-based curriculum with accommodations for their individual learning needs.

**Source of Funding:**

Instructional	\$178,776.00
Aides	\$94,156.00
Bus Parts	\$75.00
Fuel Tri-County Car	\$1,726
Supplies/Content Mastery	\$5,320.00
Copy Paper	\$1,000.00
<b>TOTAL</b>	<b>\$281,053.00</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Teachers will receive staff development concerning special education issues on an ongoing basis. Parents will also be provided opportunities to attend workshops/training through Region XIV ESC as appropriate.	Principal, Co-Op Director, Diagnostician	Region 14 or Tri-County workshops	August – May 2023-2024	Proof of attendance at meetings

Computer programs will be used, when applicable, to increase students' skills in the areas of reading and math.	Principal, Special Education Teacher, Diagnostician	IXL, Read Words, Amplify, Renaissance, Starfall	August – May 2023-2024	Through evaluation of the student's IEP and teacher's tracking report, increase student's skills in the areas of reading and math.
Student's IEPs will be written to align with the TEKS to promote success on the STAAR and appropriate assessments.	Principal, General & Special Education Teacher, Diagnostician	CLASSIEPWEB.COM	August – May 2023-2024	Class placement tests and prior years' achievement
Students involved in academic activities in the general education classroom will receive accommodations as needed, which will be implemented by the general/special education teacher.	Principal, Special Education Teacher, Diagnostician	Grade level TEKS, lesson plans, IEPs	August – May 2023-2024	Accomplishment of general education assessment, IEP goal (if applicable)
PPCD students will visit the kindergarten classrooms to meet the teachers and to become familiar with the new learning environment to ensure a smooth transition from Preschool to Kindergarten.	PPCD/Headstart Teachers, Diagnostician Special Education Teachers, General Education Teachers, Principal	In person, face to face conference	May 2024	Smooth student transition
Parents will be advised on ways to prepare their children for the transition from Preschool to Kindergarten.	Special Education Teachers, General Education Teachers, Principal	Transition to Kindergarten Guide	August – May 2023-2024	Parental understanding of transition

All identified students will participate in STAAR benchmark testing in order to prepare for the STAAR test.	Special Education Teachers, General Education Teachers, Principal	Benchmark Test	August – May 2023-2024	100% participation rate
Educational IPAD apps will be used to enhance Special Education teachers in pull-out sessions.	Special Education Teachers	IPADS	August – May 2023-2024	Through evaluation of the student's IEP and teacher's tracking report, increase student's skills in the areas of reading and math.

## GOAL 1 – Strategy 9 LEP/ESL (199, 25)

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th  
*There are no indicators/objectives that support this strategy.*

**Brief Description:** AES will provide appropriate services to students who meet the criteria for ESL.

### Source of Funding:

Payroll – Aide	\$8,688.00
General Supplies	\$188.00

Travel/Meals	\$164.00
Contracted Services	\$500.00
<b>TOTAL</b>	<b>\$9,540.00</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Maintain all documentation required by law to identify, place, test, maintain, and exit students in these programs.	ESL Coordinator, Principal, campus secretary	Home Language Survey, LAS Links test, TELPAS Writing, Reading, Speaking, and Listening Exams	August – May 2023-2024	Student identification and maintenance
The ESL Coordinator provides a list of ESL students and copies of suggested modifications to all teachers that have ESL students.	ESL Coordinator	ESL guidelines	August – May 2023-2024	Student performance
AES utilizes the ESL staff to work with the ESL students in a pull-out and inclusion program.	Principal, ESL Staff, classroom teachers	ESL curriculum, classroom curriculum	August – May 2023-2024	Student performance
ESL coordinator trains LPAC faculty, administration, and parents in LPAC certification.	ESL Coordinator	ESL LPAC Guidelines	September 2023	LPAC certification
AES ensures that ESL students identified as special education have LPAC representation on the ARD committee.	Principal, Diagnostician, LPAC Representative	LPAC Committee Members	Ongoing	LPAC Representation
All AES ELA teachers will be certified in ESL	Teachers	ESL Test Training, Test	August -- May 2023-2024	Teacher Certification

## GOAL 1 – Strategy 10 Migrant

ESSA

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th

**Brief Description:** AES will provide appropriate services to students who meet the criteria for migrant while offering equitable opportunities for all students to meet their maximum potential.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
AES recruits migrant students by placing information in community areas and by having a Kindergarten/migrant round-up for parents at the end of the year.	Administration, Migrant Coordinator	Handouts, Administration, Migrant Coordinator	August – May 2023-2024	Number of handouts taken, number of parents at round-up

## GOAL 1 – Strategy 11 Dyslexia Referral and Service

### SUMMATIVE EVALUATION



100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th

**Brief Description:** Response to Intervention (RTI) provides identification and support for Dyslexic students and provides services to all students identified as having dyslexia.

**Source of Funding:**

Payroll	\$70,606.00
General Supplies	\$2,000.00
Other	\$1,000.00
TOTAL	\$73,606.00

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
AES teachers will bring a student before the RTI Committee – Tier 4 to recommend a student be screened for dyslexia.	Principal, Dyslexia Teachers, Counselor, RTI Committee	Screening materials for Dyslexic characteristics.	August – May 2023-2024	RTI Committee will make recommendations based on student performance.
AES teachers and RTI Committee will identify and make accommodations through 504 for students with characteristics of Dyslexia.	Principal, Dyslexia Teachers,	504 Accommodations sheet	August – May 2023-2024	RTI committee will make recommendation

	Counselor, RTI Committee			s based on student performance.
AES will provide instruction using the Neuhaus for students identified being dyslexic.	Principal, Dyslexia Teachers, Counselor	Take Flight- a comprehensive intervention for students with Dyslexia (Neuhaus)	August – May 2023-2024	Analyzing the progress, assessments

## GOAL 1 – Strategy 12 Gifted and Talented (199, 21)

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th

**Brief Description:** Provide appropriate services to students identified as gifted and talented (G/T) at AES.

### Source of Funding:

Payroll – Instructional	\$3,403.00
Adv. Acad. Services	\$1,565.00
General Supplies	\$375.00
Travel	\$500.00
<b>TOTAL</b>	<b>\$5,843.00</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Provide G/T students the opportunity to fully develop their abilities and potential in the general classroom through modifications in curriculum, instructional practices, grouping, behavior management, evaluations, and/or tests.	Classroom teacher	Lesson plans, projects, scope and sequence, advanced computer software	August – May 2023-2024	Number of students successfully completing required curriculum, periodic tests
G/T program administers student, parent, or teacher needs assessment every year in order to determine if program services are sufficiently challenging to meet individual student potential.	Coordinator	Needs Assessment, Surveys	August – May 2023-2024	The coordinator will use needs assessment and survey evaluation.
G/T students will participate in a G/T pull-out program.	Coordinator/G/T Pull-out teacher	Lesson plans, projects, scope and sequence, advanced computer software	August – May 2023-2024	Assessments given by the coordinator

## GOAL 1 – Strategy 13 Special Programs/504

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th

**Brief Description:** AES implements a screening to identify students meeting the criteria under 504 which will provide equitable opportunities for all students to meet their maximum potential.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Reading, writing, phonics, and phonemic awareness activities are implemented during dyslexia in an individualized/small group reading instruction to help identified students read successfully.	Principal, Dyslexia Teachers, Scottish Rite	Reading Intervention, Amplify	August – May 2023-2024	Through analyzing the progress measurements of individual students helped determine each student's needs.
The students will use teacher assigned programs in the computer lab to enhance and enrich vocabulary and reading comprehension.	Principal, Teachers, Computer Aide	Grammar Games, Amplify	August – May 2023-2024	The teacher will use computer printouts for student programs.



## Goal 1 - Strategy 14 Counseling Services

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th

**Brief Description:** AES will provide a variety of guidance and counseling programs.

**source of Funding:**

Payroll	\$79,373.00
<b>TOTAL</b>	<b>\$79,373.00</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Individual counseling sessions will be made available to each student.	Counselor	Counselor lesson plans	August – May 2023-2024	Counselor observation, informal assessments
Small group counseling will be provided for identified students.	Principal, Counselor		August – May 2023-2024	Counselor and teacher observation
Classroom intervention will be provided by the counselor.	Principal, Counselor		August – May 2023-2024	
Region XIV will provide counseling services for the AES campus.	Principal, Region XIV Representative, Counselor		August – May 2023-2024	

The elementary counselor will provide "Coffee with the Counselor" on a needed basis to discuss school topics.	Principal, Counselor		August – May 2023-2024	Attendance numbers
Teachers from Noah Project will engage K-2 students in lessons about making good choices.	Noah Project Teacher, General Teacher	Curriculum provided by Noah Project	August – May 2023-2024	Classroom observation, informal assessments
The AES counselor coordinates counseling sessions between New Horizons and students who show signs of early mental health problems.	New Horizons, Counselor	Resources provided by New Horizons	August – May 2023-2024	observations from Classroom teacher, counselor, and New Horizons

## GOAL 1– Strategy 15 Instructional Opportunities

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

**Brief Description:** Students will be encouraged to participate in academic programs and activities which will provide equitable opportunities to reach maximum potential.

### Source of Funding:

Payroll	\$1,776,868.00
Contracted Services	\$15,998.00
General Supplies	\$60,105.00
Travel/Meal	\$12,311.00

TOTAL	\$1,865,282.00
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ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
AES highly qualified teachers and paraprofessionals will provide a quality education to all students.	All campus faculty		August – May 2023-2024	

## Goal 1 Strategy 16 Head Start (205)

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5<sup>th</sup>, STAAR Math- Grade:3-5<sup>th</sup>, STAAR Science- Grade: 5<sup>th</sup>, STAAR Writing: 4<sup>th</sup>.

**Brief Description:** AES will provide a Head Start program.

**Source of Funding:**(funds come out of district funding)

Payroll	\$152,426
General Supplies	\$10,000
Travel	\$4,000
<b>TOTAL</b>	<b>\$166,426</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AES Head Start will prepare students for Kindergarten by teaching social and academic skills. (IHQS)	Head Start teacher, Paraprofessional	Head Start curriculum	August – May 2023-2024	End of year assessment

### Goal 1 Strategy 17 Pre-K (225)

#### SUMMATIVE EVALUATION

Pre-K is in the same building as Kindergarten therefore the transition between Pre-K and Kindergarten is a smooth transition.

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5<sup>th</sup>, STAAR Math- Grade:3-5<sup>th</sup>, STAAR Science- Grade: 5<sup>th</sup>, STAAR Writing: 4<sup>th</sup>

**Brief Description:** AES will provide a Pre-K program.

**Source of Funding:**

IDEA B Pre-School	
Instructional Payroll	\$28,888.0

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
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AES Pre-K will prepare students for Kindergarten by teaching social and academic skills.	Pre-K teacher, Paraprofessional		August – May 2023-2024	End of year assessment
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## Goal 1 Strategy 18 ESSER Federal Relief Grant (266)

### SUMMATIVE EVALUATION

The purpose of the ESSER fund is to provide districts with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools that are providing educational services and developing plans for the return to normal operations. Funds may be used for a wide variety of purposes, including but not limited to:

- Educational technology (internet connectivity, hardware, devices, software, tech support services, etc.)
- Supplies and services that enable remote learning (printing, telephonic support, translation services, etc.)
- Mental health services and supports
- Activities to address the unique needs of low-income children, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery
- Diagnostic intake assessments to gauge students' knowledge and skills (i.e. early literacy screening, etc.)
- Assessing learning gaps to inform teaching, and addressing those gaps
- Planning and implementing summer learning and supplemental afterschool programs
- Providing principals and other school leaders with resources to address individual school needs
- Training and professional development for district staff on any topic from effective remote learning strategies to sanitation and minimizing the spread of infectious disease when in-person school resumes
- Supplies and services to sanitize district facilities; personal protective equipment (PPE)

- Any activity allowable under ESSA, IDEA, Perkins, McKinney-Vento, and AEFLA
- Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements
- Procedures and coordination systems to improve district preparedness and response efforts to COVID-19
- Other activities necessary to maintain district operations and services and to continue to employ existing district staff.

**Brief Description:** AES will provide technology needed for students.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
AES will purchase supplies and materials to address student learning loss due to Covid-19	Principal	Learning loss programs	August – May 2023-2024	End of year assessment

## GOAL 2 – Strategy 2 Educated Healthy Lifestyles

*AES will provide appropriate programs and services in order to promote a healthy lifestyle for each student.*

**SUMMATIVE EVALUATION**

Decreased obesity; healthy bodies

**PROGRESS REPORT DATES**

Daily conduct

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AES provides 30 minute slots of exercise for all students every day.	Principal, P.E. Teacher	Gym materials	August – May 2023-2024	Student Health
AES participates in “Wellness Wednesday” (kids walk the track & join mileage clubs).	P.E. Teacher	Track	August – May 2023-2024	Student Health, Miles Accumulated
AES participates in Jump Rope for Heart once a year.	P.E. Teacher	Jump ropes	February 2024	Student participation
AES students 3-5 participate in the Fitness Gram (state regulated assessment of general fitness).	P.E. Teacher	Required equipment for testing	Spring 2024	Test results
The School Health Advisory Council (SHAC) will work together to improve the health of all students and families through coordinated school health programs.	SHAC committee, Nurse		August – May 2023-2024	Student Health

## GOAL 2 – Strategy 3 Texas Education for Homeless Children and Youth Grant

*AES will facilitate the identification, enrollment, attendance and academic success of homeless children and youth by removing barriers and promoting school stability for students experiencing homelessness.*

### Source of Funding:

Supplies	\$0.00
Total	

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AES provides supplies to promote school stability and equitable access to all supports and resources	Region XIV personnel, counselor	School supplies, hygiene items, clothing	Ongoing	Student success

## GOAL 3 – Strategy 1 Improving Teacher/Principal Quality (Title II)

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th

**Brief Description:** The teachers will participate in staff development in all academic areas to develop successful student performance strategies.

**Source of Funding:**

Staff Payroll	\$2,500.000
Staff Development Travel	\$8,021.00
<b>TOTAL</b>	<b>\$10,521.00</b>

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Provide training through ESC Region XIV field agents and specialists (components 3,4)	Principal, Teachers, ESC Region XIV Representative		August – May 2023-2024	Teacher effectiveness
Provide technology training for teachers that promote the integration of technology with classroom instruction. (component 2,3,1)	Principal, Teachers, ESC Region XIV Representative		August – May 2023-2024	Star-Chart
Participate in departmental groups that look at best practices and strategies. (component 1, 2, 3, 4, 6, and 10)	Principal, Teachers		August – May 2023-2024	The teachers and principal will evaluate student progress

AES teachers (PreK-5 <sup>th</sup> grade) will hold vertical alignment meetings in the following subject areas: Social Studies, Science, Reading, and Math.	Principal, PreK-5 <sup>th</sup> grade teachers	Agenda	August – May 2023-2024	Unity between PreK-5 <sup>th</sup> grade levels
AES principal will create a survey asking the teachers what professional development they feel our elementary needs the most.	Principal, teachers	Survey	Spring 2024	Results of the survey

### GOAL 3– Strategy 2 Teacher Needs and Interests

#### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th

**Brief Description:** By continuously surveying teachers for staff development topics that relate to their needs and interests, a systematic approach to choosing relevant staff development will be achieved.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
New teachers to AES are provided with a mentor.	Principal, First Year Teachers, Mentors		August – May 2023-2024	

Grade level meetings are conducted in order to discuss issues and concerns.	Principal, Teachers		August – May 2023-2024	
The Social Committee will provide support and recognition for teachers and staff on special occasions.	Social Committee, Principal	Social Committee, Teacher Activity Fund	As needed	Social Committee Chairperson
Faculty meetings will be used for staff development, i.e., Thinking Maps, Cooperative Learning, Differentiated Instruction, curriculum information, and STAAR Item Analysis activities.	Principal, Teachers	General Funds	As needed	Faculty Meeting Plans
Teachers will receive feedback through Eduphoria and pre-and post conferences concerning walk-throughs and observations to provide support.	Principal, Administration	T-TESS	August – May 2023-2024	T-TESS

## GOAL 4– Strategy 1 Community Awareness/Involvement

### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5<sup>th</sup>, STAAR Math- Grade:3-5<sup>th</sup>, STAAR Science- Grade: 5<sup>th</sup>, STAAR Writing: 4<sup>th</sup>

**Brief Description:** Community involvement is beneficial to the success of both students and teachers.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Promote community awareness and involvement through newsletters and newspaper articles produced by the principal.	Principal	Emails	August – May 2023-2024	Number of parents receiving emails
Provide opportunities for community members to visit classrooms (Grandparent's Day, Mother's Day, etc.) and interact with students and staff.	Principal, Teachers		August – May 2023-2024	
Develop partnerships with community members to visit the school and read to the children. (Foster Grandparent's Program)	Principal, Teachers		August – May 2023-2024	
Invite the community to meetings to promote the school and student success.	Principal, Teachers		August – May 2023-2024	
Promote the school through students visiting the public library, nursing homes, courthouse and other community groups.	Principal, Teachers		August – May 2023-2024	
Invite community leaders to serve on planning committees.	Principal, Teachers, Campus Improvement Team	agenda	August – May 2023-2024	
Survey interests and talents of community residents and let them suggest ways they would like to work with the school.	Principal, Teachers		August – May 2023-2024	



The PALS will come on the AES campus in order to mentor a student or group of individuals.	Principal, PAL Coordinator, PALS		August – May 2023-2024	
The counselor will coordinate a Career Day where members of the community will talk to the students about their career.	Counselor		August – May 2023-2024	

### Elements 3.1 & 3.2 Parent and Family Engagement

#### GOAL 4– Strategy 2 Promote Parental Involvement

##### SUMMATIVE EVALUATION

100% of Anson Elementary School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement, a high percentage will achieve advanced performance, and 80% of students will pass campus benchmarks.

Supports STAAR Reading- Grade: 3-5th, STAAR Math- Grade: 3-5th, STAAR Science- Grade: 5th, STAAR Writing: 4th

**Brief Description:** Parental involvement will be utilized to encourage family literacy and educate parents about reading instruction. Parent involvement in math will reinforce basic math skills for parents to promote student success. Effective communication and involvement between parents and school is essential to student success.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE (PERIODIC) EVALUATION
Develop teacher/parent partnerships to train parents in reading and math techniques.	Principal, Teachers	Classroom curriculum	August – May 2023-2024	Increased parent literacy
Provide take-home materials/ideas for math and reading to enable parents to provide successful help at home.	Principal, Teachers	Materials provided by classroom teacher	August – May 2023-2024	
Hold “Meet the Teacher Night” to encourage parents to visit the school.	Principal, Teachers		August – May 2023-2024	attendance
Provide a parent/student/teacher compact to ensure success for all.	Principal, Teachers	Parent/student/teacher compact	August – May 2023-2024	
Provide parent information on television in the lobby that provides information on a variety of topics.	Principal, Teachers	Powerpoint of information	August – May 2023-2024	
The Gifted and Talented program will design displays to encourage parents to visit the school.	Principal, Teachers	GT activities	August – May 2023-2024	
The AES campus will send a folder every Wednesday in order to communicate with parents about school issues and news, and parents can communicate back with teachers.	Principal, Teachers, Parents	Wednesday folder	August – May 2023-2024	

Headstart will provide parent or grandparent training sessions.	Principal, Session Coordinator	Meeting agenda	August – May 2022-20232023-2024	Attendance of parents/grandparents
AES Principal will hold STAAR meetings in the evenings to inform parents about 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade STAAR.	Principal	Meeting agenda	August – May 2023-2024	Attendance of parents



## Anson Elementary School

922 Ave M, Anson, TX 79501  
325-823-3361



# 2023-2024

### Parent Involvement Policy

#### Part I. GENERAL EXPECTATIONS

Anson Elementary School is committed to implementing the following legal requirements:

- o Consistent with section 1118, the school will work to ensure that required school-level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will notify parents of the policy in an understandable and uniform format and, to the extent possible, in a language that the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- o In carrying out the Title I, Part A, parent involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent possible, in a language that the parents understand.
- o If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency.
- o The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement .
- o The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

*Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–*

- a) that parents play an integral role in helping their child's learning;*
- b) that parents are encouraged to be actively involved in their child's education at school;*
- c) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- d) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

**Part II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED COMPONENTS OF THE SCHOOL PARENTAL INVOLVEMENT POLICY**

<i>The school will involve parents in the joint development and joint agreement of its School Parental Involvement Policy and School-Wide Plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA.</i>	
<b>Activities/Strategies</b>	<b>Chronology</b>
Meet the Teacher Night 5:30-7:00	August
PTA Meetings	Ongoing
Campus Improvement Meetings	Ongoing
<i>The school will distribute to parents of participating children and the local community the School Parental Involvement Policy.</i>	
<b>Activities/Strategies</b>	<b>Chronology</b>
Posted on the website: ansontigers.com	Ongoing
Title I Parent Meetings	September afternoon and morning
Enrollment Packets/Online Registration	Ongoing
<i>The school will convene an annual meeting to inform parents of the following:</i>	
<b>Activities/Strategies</b>	<b>Chronology</b>
Calendar of Events	Ongoing
Student Activities	Ongoing
Title I Parent Meetings	September afternoon and morning
<i>The school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.</i>	

Activities/Strategies	Chronology
Teachers and staff sending emails to parents	Ongoing
Calling parents	Ongoing
Posters on the walls of the school	Ongoing
Letters mailed home	Ongoing
Letters sent home with students	Ongoing
Dojo communication	Ongoing

**Part III. SHARED RESPONSIBILITIES FOR HIGH ACADEMIC PERFORMANCE OF STUDENTS**

<i>The school will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the involved school, parents, and the community to improve student academic achievement.</i>	
Activities/Strategies	Chronology
Online grade book	Ongoing
Parent-School Compacts	Ongoing
<i>The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and the use of technology, as appropriate, to foster parental involvement.</i>	
Activities/Strategies	Chronology
Parent-Teacher Conferences	Ongoing
<i>The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals, and other staff on how to reach out to, communicate with, and work with parents as equal partners, on the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.</i>	
Activities/Strategies	Chronology

Staff development	Ongoing
Campus Improvement Meetings	Quarterly
District Valuing Parents in Educational Training	Annually
Encourage teachers to attend PTO meetings and other parent activities	Ongoing

#### **Part IV.DEVELOPMENT OF CAPACITY FOR PARTICIPATION**

<i>The School Parental Involvement Policy may include additional discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement.</i>	
<b>Activities/Strategies</b>	<b>Chronology</b>
Grandparent's Day	September
Cross Country meet	October
UIL Volunteers	December
Wellness Wednesday: Walk with students during track time	Every Wednesday
Gingerbread house decoration with 2 <sup>nd</sup> grade	December
Thanksgiving Feast with 1 <sup>st</sup> grade	November
Musical Presentations K-4 <sup>he</sup> Qualify Thursday evenings at 6 p.m.	Throughout the year
Easter egg hunt	Thursday before Easter
Economic Fair	Spring
Photos with Santa Claus	December
Career Day	Spring
Field trips	Ongoing
STAAR Pep Rally	May
Field Day competition	May
National Elementary Honor Society	April

Part V. Signature page

This policy was approved by the Campus Improvement Team on April 13, 2023.

Amy McIntire, Principal: \_\_\_\_\_

**ELEMENT 2.3**

The CIP is located on the school's website at [www.ansontigers.com](http://www.ansontigers.com) and also in the school office. It is also available in Spanish upon request.

**Element 2.1 Schoolwide Plan Development**

Anson Elementary School

For School Year 2023-2024

September 2023

Needs Assessment Critical Success Factors



CSF #1 Improve Academic Performance

1. What systems are in place to ensure that students are being assessed at the level of rigor that is established in the state standards and assessments?	<ul style="list-style-type: none"> <li>• Time on Task in the core subject areas</li> <li>• Response to Intervention procedures</li> <li>• Dyslexia, ESL, 504, and Special Education services</li> <li>• High Impact Tutoring</li> <li>• Reading Intervention</li> <li>• Math Intervention</li> </ul>
2. Which student interventions are having the greatest impact on student performance?	<ul style="list-style-type: none"> <li>• Small Group interventions</li> <li>• 504</li> </ul>
3. Which interventions are not achieving desired results?	<ul style="list-style-type: none"> <li>• Student to teacher ratio</li> </ul>
4. Which students are benefitting? Why and why not?	<ul style="list-style-type: none"> <li>• Tier 2 and Tier 3 students are benefitting because of small group instruction provided by tutorials</li> </ul>
5. What is the process for monitoring and communicating student progress?	<ul style="list-style-type: none"> <li>• Teacher Monitor</li> <li>• Three-weeks Progress Report</li> <li>• Report Cards</li> <li>• Amplify</li> <li>• Lead4ward</li> <li>• WIN time</li> <li>• iXL</li> <li>• Star Renaissance</li> <li>• BOY/MOY/EOY Assessments</li> <li>• Databoards</li> </ul>
6. What is the process for identifying essential knowledge and skills attainment by individual students?	<ul style="list-style-type: none"> <li>• State and federal assessments</li> <li>• Grades</li> <li>• Eduphoria</li> </ul>
7. How are gaps in the curriculum and instruction identified?	<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Eduphoria</li> <li>• STAAR testing</li> </ul>

	<ul style="list-style-type: none"> <li>• Amplify</li> <li>• Classroom curriculum mastery – Eureka</li> </ul>
8. What is the process for monitoring, evaluating, and revising the curriculum to meet the needs of all learners?	<ul style="list-style-type: none"> <li>• Mini Assessments</li> <li>• Small Group interventions</li> <li>• Teacher collaboration</li> <li>• PLCs</li> <li>• Classroom Data</li> </ul>
9. How does Anson Elementary monitor whether the scope and sequence allows adequate time for students to learn the essential knowledge and skills?	<ul style="list-style-type: none"> <li>• Eduphoria</li> <li>• TEKS Resource System</li> </ul>
10. How does Anson Elementary ensure that the assessed curriculum is being taught and monitored?	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Appraisals—T-TESS</li> <li>• PLC's</li> <li>• Teacher Collaboration</li> <li>• Walk-through Observations</li> </ul>
11. How does Anson Elementary ensure that vocabulary used in the assessment is being taught?	<ul style="list-style-type: none"> <li>• Teacher Collaboration</li> <li>• Vertical and Horizontal meetings</li> <li>• TEKS Resource System</li> </ul>
12. How does Anson Elementary ensure that written, taught, and assessed curricula are implemented consistently by all teachers?	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• TEKS</li> <li>• Eduphoria</li> <li>• Walk-through by principal/admin</li> </ul>
13. What feedback are teachers receiving and how often?	<ul style="list-style-type: none"> <li>• Emails</li> <li>• Eduphoria – immediately</li> <li>• Walk Throughs</li> </ul>
14. How does Anson Elementary ensure that action is taken with the feedback that is provided?	<ul style="list-style-type: none"> <li>• Teacher implementation</li> <li>• CIT committee</li> </ul>

	<ul style="list-style-type: none"> <li>• Campus Survey</li> <li>• Parent Survey</li> </ul>
15. What percentage of the campus administrator's time is spent on actions aimed at directly improving academic performance?	<ul style="list-style-type: none"> <li>• 75%</li> </ul>
16. What are the particular strengths in the process that can be attributed to the gains discovered in the data analysis?	<ul style="list-style-type: none"> <li>• "Implemented innovations" leading toward improved assessment results</li> </ul>
17. What areas will need continued focus in order to have a positive impact on academic performance?	<ul style="list-style-type: none"> <li>• Teacher collaboration</li> <li>• Communication from a demonstration to staff</li> </ul>
18. What are the particular weaknesses in the process that could be attributed to the identified areas of need?	<ul style="list-style-type: none"> <li>• Breakdown of communication</li> <li>• Apathy</li> <li>• Identify gaps in grade levels</li> </ul>
19. Are the processes in place based on data driven decisions versus unsubstantiated "hunches"?	<ul style="list-style-type: none"> <li>• Data driven decisions</li> </ul>

**CSF #2 Increase the Use of Quality Data to Drive Instruction**

1. How is formative assessment data used to inform decisions about classroom instruction and student interventions?	<ul style="list-style-type: none"> <li>• Data Analysis by principal, teachers, and committees</li> <li>• Small Group Instruction</li> </ul>
2. How are interim assessment data (e.g. benchmarks) used to inform decisions about classroom instruction, curriculum, and programmatic adjustments?	<ul style="list-style-type: none"> <li>• Assessments daily and weekly</li> <li>• Teacher response to those needs in the classroom</li> </ul>
3. How are summative assessment data used to identify and inform future instructional needs, revisions to curriculum, programmatic improvements, and professional development?	<ul style="list-style-type: none"> <li>• Identify areas to be addressed and targeted</li> <li>• Develop strategies to address needs</li> <li>• Data from previous year's STAAR reports</li> </ul>
4. Which students are making annual growth?	<ul style="list-style-type: none"> <li>• Growth for all students</li> </ul>
5. Which students are making projected growth?	<ul style="list-style-type: none"> <li>• Growth for all students</li> </ul>

6. How does this compare across content areas?	<ul style="list-style-type: none"> <li>• Data is used to drive instruction across all content areas</li> </ul>
7. What systems are in place to ensure the transparent communication of data to the appropriate stakeholders?	<ul style="list-style-type: none"> <li>• Assessment results are reported in a manner that ensures student confidentiality. The overall percentage of reports from the state is shared with the stakeholders through the CIT meetings and the CIP document.</li> </ul>
8. What is the process for teachers to track and utilize data for targeted instruction?	<ul style="list-style-type: none"> <li>• Teacher analysis of data</li> <li>• Tracking results (need to monitor tracking)</li> <li>• Interventions implemented</li> <li>• Eduphoria</li> </ul>
9. How often are teachers reviewing student-level data to determine necessary interventions?	<ul style="list-style-type: none"> <li>• Daily/weekly</li> <li>• Three-week progress reporting</li> <li>• Six week report cards</li> </ul>
10. What is the process for reviewing campus-wide performance level data by content area and grade-level?	<ul style="list-style-type: none"> <li>• Reports to faculty</li> <li>• CIT committee</li> <li>• Grade-level meetings</li> <li>• Amplify</li> <li>• PLCs</li> <li>• Eduphoria</li> </ul>

CSF #3 Increase Leadership Effectiveness

1. What specific actions are taken to build leadership potential in all employees in the district?	<ul style="list-style-type: none"> <li>• Grade-level sessions with freedom of expression</li> <li>• Implementation of teacher-ideas and innovations as appropriate</li> </ul>
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	<ul style="list-style-type: none"> <li>• Empowerment of teachers</li> </ul>
2. To what degree does Anson Elementary practice distributive leadership?	<ul style="list-style-type: none"> <li>• Grade-level collaboration, weekly</li> <li>• PLCs</li> </ul>
3. What is the system/process for identifying and developing potential leaders?	<ul style="list-style-type: none"> <li>• Nomination by staff for leadership positions</li> <li>• CIT Committee</li> </ul>
4. What is the process for succession planning (e.g. How does Anson Elementary identify and develop successors for critical leadership positions?)	<ul style="list-style-type: none"> <li>• Election or selection of staff members to chair committees (CIT)</li> </ul>
5. What resources are allocated toward the development of leaders at Anson Elementary?	<ul style="list-style-type: none"> <li>• Staff development opportunities</li> <li>• Title I resources</li> <li>• Leader In Me Training</li> </ul>
6. What specific professional development opportunities are provided at Anson Elementary to leaders?	<ul style="list-style-type: none"> <li>• ESC 14 Administration training</li> </ul>
7. What is the Anson Elementary process for monitoring leadership effectiveness and providing targeted professional development opportunities?	<ul style="list-style-type: none"> <li>• Teacher Input</li> <li>• Data Analysis</li> <li>• Staff Interests</li> </ul>
8. What is the system/process for providing career growth and opportunities at Anson Elementary?	<ul style="list-style-type: none"> <li>• ESC 14 workshops</li> <li>• Teacher Conferences</li> <li>• Higher Degree opportunities</li> </ul>
9. What is the system/process for providing job-embedded professional development?	<ul style="list-style-type: none"> <li>• Training opportunities</li> </ul>
10. What types of job-embedded professional development opportunities are provided by Anson Elementary?	<ul style="list-style-type: none"> <li>• ESC training and certification workshops</li> <li>• University training and certification for special programs</li> </ul>
11. What systems are in place to ensure effective, systemic and consistent professional development for teachers, administrators, and other staff?	<ul style="list-style-type: none"> <li>• Teacher survey for training</li> <li>• Master calendar adopted to ensure training and development for entire staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Early release of students for teacher-specific professional development</li> </ul>
12. How is common language developed within these systems?	<ul style="list-style-type: none"> <li>• Teacher collaboration</li> <li>• CIT meetings and implementation with staff</li> </ul>
13. What are the Anson Elementary non-negotiables?	<ul style="list-style-type: none"> <li>• Days of attendance</li> <li>• Certifications (HQ status)</li> <li>• Class size</li> <li>• Student attendance</li> <li>• School safety</li> <li>• Conference documentation</li> </ul>
14. What degree of flexibility does Anson ISD provide to its campuses in regards to budgets?	<ul style="list-style-type: none"> <li>• Board-approved budgets</li> <li>• Superintendent-approved flexibility of budget</li> </ul>
15. What degree of flexibility does Anson ISD provide to its campuses to establish schedules?	<ul style="list-style-type: none"> <li>• Student-needs drives the establishment of the schedules with state mandates</li> </ul>
16. What degree of flexibility does Anson ISD provide to campuses with regard to recruiting and retaining staff?	<ul style="list-style-type: none"> <li>• Posting of job opportunities to ESC website</li> <li>• Conducting of interviews</li> <li>• Staff retention: 91%</li> </ul>
17. What degree of flexibility does Anson ISD provide to campuses with regard to implementing interventions?	<ul style="list-style-type: none"> <li>• Flexibility with superintendent and school board approval concerning state and federal interventions</li> </ul>
18. What are the particular strengths in the process that can be attributed to the gains discovered?	<ul style="list-style-type: none"> <li>• HQ teachers</li> <li>• High student attendance</li> <li>• Low discipline percentages</li> </ul>
19. What areas will need continued focus in order to have a positive impact on leadership effectiveness?	<ul style="list-style-type: none"> <li>• Improved communication</li> <li>• Staff Development/Training</li> </ul>
20. What are the particular weaknesses in the process that could be attributed to the identified areas of need?	<ul style="list-style-type: none"> <li>• Communication between teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• Communication across curriculum</li> </ul>
21. Are the processes in place based on data drive decisions versus unsubstantiated “hunches”?	<ul style="list-style-type: none"> <li>• Data-driven decisions</li> </ul>

CSF #4 Increase Learning Time

1. What is the process for ensuring that all students arrive in the morning on time? Which students consistently arrive late in the morning? What interventions are in place to support these students?	<ul style="list-style-type: none"> <li>• Bus routes</li> <li>• Attendance &amp; tardy policy</li> <li>• Identified students consistently late</li> <li>• Phone calls and letters to parents</li> <li>• Parent conference with principal</li> </ul>
2. How does Anson Elementary ensure that minimal time is wasted taking attendance?	<ul style="list-style-type: none"> <li>• Computer-generated attendance</li> </ul>
3. What is the process for ensuring that transitions between classes are well-supervised and orderly?	<ul style="list-style-type: none"> <li>• Most of AES is self-contained</li> <li>• Teacher monitoring and supervision of departmentalized classes</li> </ul>
4. What is the process for ensuring that all teachers have efficient procedures and expectations for beginning and ending class?	<ul style="list-style-type: none"> <li>• Administrative monitoring</li> <li>• Positive intervention</li> <li>• Fundamental Five implementation</li> <li>• Class Dojo</li> <li>• PBIS</li> </ul>
5. What is the process for ensuring that all teachers are utilizing effective pacing strategies?	<ul style="list-style-type: none"> <li>• Administrative monitoring</li> </ul>
6. How have schedules been modified to maximize instructional time and eliminate down time within the school day?	<ul style="list-style-type: none"> <li>• Maximum time-on-task schedules</li> <li>• Fundamental Five</li> </ul>
7. How is time being allotted for enrichment activities, teacher planning, and professional development?	<ul style="list-style-type: none"> <li>• Fine Arts and PE implemented into Master Schedule</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher conferences (60-minutes) are built into the Master Schedule</li> <li>• AES encourages teachers to attend professional development; one is required in the summer</li> </ul>
8. What is the time allocated for instruction, advisory period, enrichment, and collaborative planning periods?	<ul style="list-style-type: none"> <li>• 60-minute Conference period</li> </ul>
9. How are school activities, the bell schedule, attendance, and other factors impacting instructional minutes?	<ul style="list-style-type: none"> <li>• Not a factor</li> </ul>
10. How is data used to inform decisions around learning time, planning, and enrichment activities? What data is collected?	<ul style="list-style-type: none"> <li>• Grade-level meetings</li> <li>• Teacher schedule</li> <li>• Effective lesson plans</li> </ul>
11. How does Anson Elementary ensure enrichment programming supports AES's goals and enhances student learning?	<ul style="list-style-type: none"> <li>• Teacher monitored</li> <li>• Administrator monitored</li> <li>• TEKS</li> </ul>
12. How does Anson Elementary ensure that enrichment activities build knowledge and skills in areas beyond core academic subjects to deepen student skills and interests?	<ul style="list-style-type: none"> <li>• Teacher recommendations</li> <li>• Teacher monitoring</li> <li>• Fine Arts</li> <li>• TEKS</li> <li>• UIL competitions</li> </ul>
13. How does Anson Elementary ensure that school-wide expectations and norms are maintained within enrichment activities?	<ul style="list-style-type: none"> <li>• Teacher/administrator monitoring</li> <li>• TEKS</li> </ul>
14. Which students are participating in enrichment activities? Does data reveal a correlation to student achievement?	<ul style="list-style-type: none"> <li>• All students</li> <li>• G/T students</li> <li>• "Involved" students have better student achievement</li> </ul>
15. How does Anson Elementary ensure that sufficient time is provided to teachers to discuss student learning needs, share and review student data, and receive and provide feedback on instructional practices?	<ul style="list-style-type: none"> <li>• State mandated conferences</li> <li>• Vertical and horizontal alignments</li> <li>• Grade-level meetings with principal</li> </ul>



16. How does Anson Elementary ensure that staff collaborative planning time is utilized to improve instruction and build the knowledge and skills of teachers?	<ul style="list-style-type: none"> <li>• Administrative observation</li> </ul>
17. What are the particular strengths in the process that can be attributed to the gains discovered?	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
18. What areas will need continued focus in order to have a positive impact on learning time?	<ul style="list-style-type: none"> <li>• Time-on-task</li> <li>• Continuation and consistency of tutorials</li> </ul>
19. What are the particular weaknesses in the process that could be attributed to the identified areas of need?	<ul style="list-style-type: none"> <li>• Consistency of curriculum in core areas</li> </ul>
20. Are the processes in place based on data driven decisions versus unsubstantiated “hunches”?	<ul style="list-style-type: none"> <li>• Data-driven decisions</li> </ul>

CSF #5 Increase Family and Community Engagement

1. How does Anson Elementary convey their vision and mission to the community? Is it effective? Why or why not?	<ul style="list-style-type: none"> <li>• Meet the Teacher at beginning of year</li> <li>• Title I information to parents</li> <li>• Student Handbook</li> <li>• School Policy</li> <li>• Active PTO</li> <li>• Emails to parents</li> <li>• Effective school/community partnership</li> </ul>
2. What type of communication exists for families and community stakeholders and how can its effectiveness be evaluated? What data are being collected to inform these decisions?	<ul style="list-style-type: none"> <li>• Headstart</li> <li>• Family information and services</li> <li>• Emails to parents</li> <li>• PTO</li> </ul>
3. What information is provided to families about how to help students at home with homework and other-curriculum related activities, decision, and planning?	<ul style="list-style-type: none"> <li>• Class Dojo</li> <li>• School Messenger</li> <li>• Eureka</li> <li>• Classroom messages</li> <li>• Accelerated Reader</li> </ul>

4. What is the system/processes for school-to-home and home-to-school communication about programs and student progress?	<ul style="list-style-type: none"> <li>• Class Dojo</li> <li>• Administrative emails</li> <li>• Teacher emails</li> </ul>
5. What is Anson Elementary's process for developing a comprehensive Family/Community Engagement plan? How are representative stakeholders included?	<ul style="list-style-type: none"> <li>• PTO involvement with school and community</li> <li>• Parent volunteers</li> <li>• CIT</li> </ul>
6. What systems are in place to support varying methods and/or flexible scheduling to meet the needs of families and community members?	<ul style="list-style-type: none"> <li>• Teacher/parent conferences</li> </ul>
7. What is the system/process for recruiting and organizing families to support the campus?	<ul style="list-style-type: none"> <li>• Headstart Recruitment</li> <li>• PTO</li> </ul>
8. What degree of participation does Anson Elementary receive from families? How engaged are families and community stakeholders in academic and extracurricular activities?	<ul style="list-style-type: none"> <li>• Family participation is good but could be greater</li> <li>• Activities include the following: Back to School, hall decorations, book fair, Tiger cart.</li> <li>• AES is working to improve parent involvement in academics</li> </ul>
9. What is the system/process for identifying and integrating resources and services from the community to strengthen school programs, family needs, and student learning? How effective are community partnerships at supporting identified needs?	<ul style="list-style-type: none"> <li>• School Health Advisory Council (SHAC)</li> <li>• Backpack ministry from community</li> <li>• Parent Volunteers</li> <li>• Community support is always good</li> <li>• PALs from high school</li> <li>• Foster Grandparent Program</li> </ul>
10. How aware are students, families, and faculty/staff of the services offered in the community?	<ul style="list-style-type: none"> <li>• AES strives to keep abreast of services offered in the community through counselors and organizations</li> </ul>
11. What are the particular strengths in the process that can be attributed to the gains discovered?	<ul style="list-style-type: none"> <li>• AES has a high percentage of parent involvement</li> </ul>
12. What areas will need continued focus in order to have a positive impact on family and community engagement?	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>

	<ul style="list-style-type: none"> <li>• Gain more parent involvement</li> </ul>
13. What are the particular weaknesses in the process that could be attributed to the identified areas of need?	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• Alignment of curriculum</li> </ul>
14. Are the processes in place based on data driven decisions versus unsubstantiated “hunches”?	<ul style="list-style-type: none"> <li>• Data driven</li> </ul>

CSF #6 Improve School Climate

1. How does Anson Elementary ensure that classroom management strategies are linked to a positive and proactive school-wide behavioral support system?	<ul style="list-style-type: none"> <li>• Follow Code of Conduct</li> <li>• Administrative observation</li> <li>• Weekly Character</li> </ul>
2. What behavioral strategies are utilized to create a positive climate?	<ul style="list-style-type: none"> <li>• Reward system</li> <li>• Class Dojo</li> <li>• Dojo Points</li> <li>• Involvement in Tiger school spirit at HS pep rallies</li> </ul>
3. What secondary and tertiary (3 <sup>rd</sup> ) level behavioral strategies are utilized to create a positive climate?	<ul style="list-style-type: none"> <li>• Honor Roll Ribbons</li> <li>• Birthday Ribbons</li> <li>• Student of the Month</li> <li>• ABC Club Ribbons</li> <li>• Attendance Ribbons</li> <li>• Guidance Lessons</li> <li>• Mile Club</li> <li>• Welcoming Crew</li> </ul>
4. What systems are in place to monitor and adjust attendance and discipline procedures based on data?	<ul style="list-style-type: none"> <li>• Attendance recording at 9:30 daily</li> <li>• Attendance rate is very high</li> <li>• Discipline on student behavior referrals</li> <li>• Discipline concerns for AES is very low</li> <li>• Attendance &amp; tardy incentives</li> </ul>

5. When was Anson Elementary's vision and mission last reviewed?	<ul style="list-style-type: none"> <li>● Fall of 2023 in its CIT for placement in the CIP</li> </ul>
6. What actions were taken to solicit the input of stakeholders in developing and/or revising the vision/mission statement?	<ul style="list-style-type: none"> <li>● CIT members include teachers, parents, business, community, special education teacher, counselor, campus administrator, and district administrator</li> <li>● School Board approval of CIP</li> </ul>
7. What is the process for defining and communicating core values and expectations to students, staff, family, and community members?	<ul style="list-style-type: none"> <li>● Student Code of Conduct</li> <li>● AISD Policy Manual</li> <li>● Character builders</li> </ul>
8. How does Anson Elementary ensure that the expectations conveyed to students, staff, family, and community members are aligned to the vision/mission?	<ul style="list-style-type: none"> <li>● Grade-level meetings</li> <li>● CIT meetings</li> <li>● Administrative observation</li> <li>● Parent conferences</li> <li>● Parent/School Compact</li> </ul>
9. What level of participation do students have in developing a positive climate?	<ul style="list-style-type: none"> <li>● AES Student Council gleans ideas from peers</li> <li>● Coffee with Counselor</li> </ul>
10. Does Anson Elementary understand and promote social-emotional learning?	<ul style="list-style-type: none"> <li>● Yes</li> </ul>
11. How often does Anson Elementary collect students, staff, family, and community perception data?	<ul style="list-style-type: none"> <li>● Once a year in parent and teacher surveys</li> <li>● Quarterly in CIT meetings</li> </ul>
12. How often does Anson Elementary celebrate the success of staff and students?	<ul style="list-style-type: none"> <li>● Daily for students in the following: birthdays, mile club</li> <li>● Once a month for staff in the following: Birthday luncheon and PTO luncheons</li> <li>● Special parking for teachers</li> <li>● Attendance &amp; tardy incentives</li> <li>● Accelerated Reader</li> </ul>
13. How does Anson Elementary ensure that all student groups are equally supported?	<ul style="list-style-type: none"> <li>● Encouragement and availability</li> </ul>

	<ul style="list-style-type: none"> <li>• Multi-cultural activities in classrooms</li> </ul>
14. What systems are in place to provide support for staff in building relationships and connections to families and the community?	<ul style="list-style-type: none"> <li>• Newspaper articles of teacher/student successes</li> </ul>
15. What are the particular strengths in the process that can be attributed to the gains discovered?	<ul style="list-style-type: none"> <li>• High teacher morale</li> <li>• High student attendance</li> <li>• PTO involvement</li> </ul>
16. What areas will need continued focus in order to have a positive impact on climate?	<ul style="list-style-type: none"> <li>• All areas need continued focus</li> </ul>
17. What are the particular weaknesses in the process that could be attributed to the identified areas of need?	<ul style="list-style-type: none"> <li>• Lack of acquired knowledge</li> <li>• Parental apathy to students' work</li> <li>• Lack of homework help</li> </ul>
18. Are the processes in place based on data driven decisions versus unsubstantiated "hunches"?	<ul style="list-style-type: none"> <li>• Data driven</li> </ul>

CSF #7 Increase Teacher Quality

1. What systems are in place to support consistent appraisal and walk-through instruments with feedback and follow up for all staff?	<ul style="list-style-type: none"> <li>• T-TESS</li> <li>• 45-minute appraisals yearly</li> <li>• Walk-throughs, periodically</li> <li>• Individual follow-ups with administration/conferences</li> <li>• Eduphoria</li> <li>• Fundamental Five implementation and monitoring</li> </ul>
2. What is the process for ensuring timely and specific feedback?	<ul style="list-style-type: none"> <li>• Immediate administrative feedback with specific documentation</li> <li>• T-TESS Schedule</li> <li>• Eduphoria</li> </ul>

3. How does Anson Elementary ensure that all teachers are receiving the support necessary to continue to improve their professional practice?	<ul style="list-style-type: none"> <li>• Immediate administrative direction and encouragement</li> <li>• Fundamental Five feedback</li> </ul>
4. What is the process for providing differentiated support to teachers based on experience level and individual needs?	<ul style="list-style-type: none"> <li>• T-TESS Recommendations &amp; Goals</li> </ul>
5. What systems are in place to help provide, track, and monitor professional development?	<ul style="list-style-type: none"> <li>• Administration office keeps documentation</li> <li>• Programs Director evaluation</li> </ul>
6. What systems are in place to assess the impact of professional development on instruction?	<ul style="list-style-type: none"> <li>• Vertical and horizontal meetings</li> <li>• Accountability</li> </ul>
7. What additional professional development and enrichment is offered or available for teachers?	<ul style="list-style-type: none"> <li>• Workshops at ESC 14</li> <li>• Professional trainings</li> <li>• PLC's</li> <li>• Academic Coaches</li> </ul>
8. How are teachers part of decision making at Anson Elementary? How is the teacher's perspective utilized in planning?	<ul style="list-style-type: none"> <li>• CIT meetings and discussion</li> <li>• Grade-level meetings with principal</li> <li>• Special committees</li> <li>• PBIS</li> </ul>
9. What opportunities are available for teachers to advance their craft and develop new knowledge and skills?	<ul style="list-style-type: none"> <li>• Post graduate certifications are encouraged</li> <li>• Required ESL certification</li> <li>• G/T training</li> </ul>
10. What systems are in place to foster a positive, collaborative, and team-oriented culture?	<ul style="list-style-type: none"> <li>• Grade level meetings</li> <li>• Faculty activities</li> </ul>
11. What actions are taken to create a school atmosphere built upon trust, professionalism, and distributive leadership?	<ul style="list-style-type: none"> <li>• Open-door policy to principal's office</li> </ul>
12. What are the faculty attendance, retention, and turnover rate?	<ul style="list-style-type: none"> <li>• Retention rate was 97% last year</li> <li>• Attendance could improve</li> <li>• AES had a turnover rate of 3% last year</li> </ul>

13. What are the particular strengths in the process that can be attributed to the gains discovered?	<ul style="list-style-type: none"><li>• Highly Qualified Teachers</li><li>• Willingness to improve</li><li>• Benefits from T-TESS</li></ul>
14. What areas will need continued focus in order to have a positive impact on teacher quality?	<ul style="list-style-type: none"><li>• Communication</li></ul>
15. What are the particular weaknesses in the process that could be attributed to the identified areas of need?	<ul style="list-style-type: none"><li>• Across-the-campus collaboration</li></ul>
16. Are the processes in place based on data driven decisions versus unsubstantiated “hunches”?	<ul style="list-style-type: none"><li>• Data driven processes</li></ul>

## AES Campus Improvement Team 2023-2024

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