

Anna Independent School District
Rattan Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

The Anna Independent School District's mission is to invest in academic excellence, instill values and inspire students.

Vision

To maximize individual potential and ensure all students are empowered to conquer the challenges of education, work and life.

District Goals:

Goal 1: Safety - Anna ISD will provide a positive and safe environment for ALL students and staff.

Goal 2: Accountability - Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

Goal 3: Culture - Anna ISD will preserve traditions while enhancing the overall culture of the district.

Goal 4: Community - Anna ISD will champion a supportive relationship with the community, dedicated to the achievement of our district goals and the utilization of effective communication.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rattan Elementary is one of four elementary schools in Anna ISD, a fast-growth 4-A district located in Collin County, just north of McKinney in North Texas. Established in 2007, Rattan Elementary currently serves students in grades PK-5. Rattan Elementary ended the 2021-2022 school year with 670 students enrolled.

Rattan Elementary demographics are comprised of 19% African American, 26% Hispanic, 2% Asian, 46% White, and 7% Two or more races. Student Special Populations are At Risk 39%, Economically Disadvantaged 52%, GT 5%, LEP 9%, and Special Education 23%

Student mobility rate is 16.82%.

Demographics Strengths

Attendance for Rattan Elementary, according to the TAPR report, maintained 96.03% or above the past two years, higher than the state average.

Student Learning

Student Learning Summary

Anna ISD continues to make progress in academic achievement that is demonstrated on local, state, and national assessments. Despite learning loss due to the COVID-19 pandemic, Reading performance in all 3 STAAR grade levels remained steady or improved since 2019. 4th and 5th grade Math scores took a dip, as did 5th grade Science scores.

Student Outcome Data Trends

This section gives a high level overview of campus performance by grade level/subject area, using STAAR performance data from the last three years .

Grade level	Subject tested	% at Meets Grade Level		
		2019	2021	2022
3	3rd grade Reading	48	37	56
3	3rd grade Math	55	38	51
4	4th grade Reading	32	39	58
4	4th Math	33	48	34
5	5th grade Reading	49	41	48
5	5th grade Math	52	47	22
5	5th grade Science	37	32	18

Student Learning Strengths

3rd grade students were in the 1st Quartile (top 10) for academic achievement in mathematics and the 2nd Quartile (top 20) for academic achievement in reading, meaning those students scored at masters level in those categories. This is in comparison to our 40 school like-campus group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in the White subpopulation category have scored below the Academic Achievement target indicator of 59% in mathematics for the past 3 years. **Root Cause:** Lack of highly-effective Tier 1 instructional strategies, monitoring, and training.

Problem Statement 2: Students in the White subpopulation category have scored below the Student Success target indicator of 58 for the past 3 years. **Root Cause:** Lack of highly-effective Tier 1 instructional strategies, monitoring, and training.

School Processes & Programs

School Processes & Programs Summary

At Rattan Elementary, staff work collaboratively using curriculum resources and follow the Anna ISD scope and sequence. Processes and professional development are being utilized consistently throughout the school year to ensure all students are successful with grade level standards and working towards achieving at least one year's growth. Campus and district administration facilitate Learning Walks to help strengthen core instruction and keep focus on improving student achievement. Bi-weekly PLCs (every other week) helps support teachers in creating regular rhythms of analyzing student data and developing instructional plans to address areas of need. In these PLCs, teachers identify hard to teach, high impact TEKS and redesign lessons and instructional delivery to support increased student achievement. These PLC cycles support a culture of data analysis and specific targeted instructional programming to meet individual student needs.

To address the needs of at-risk students, instructional specialists in reading and math provide small group, targeted and intensive instruction. LLI and Spire (reading) and Origo (math) are supplemental curricula utilized to increase at-risk students abilities to transfer learning to independent learning tasks. Classroom teachers implement specific research-based strategies in reading including balanced literacy implementation through a gradual release of responsibility to meet the specific needs of at-risk students during structured, specific intervention time based on student data.

Mentor Program for New Teachers

Instructional Coordinators

Campus-wide targeted behavior expectations (CHAMPS)

Campus-wide discipline plan parent handbook

HMH curriculum for K-5

Lucy Calkins Writing Units of Study for grades 2-5

Frog Street curriculum for PreK

Sharon Wells 2-5

Ongoing, regularly scheduled staff development

School Processes & Programs Strengths

Foundations of PLC process and regular rhythms of collaboration, data analysis and student discussion have been established and continue to be refined, working towards focused goals as determined by accountability data and this Campus Improvement Plan. Assessments administered frequently and cumulatively to provide data points.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students in the White subpopulation category have scored below the Growth target indicator of 74 in mathematics for the past 3 years **Root Cause:** There is limited protected time built into the master schedule to allow staff to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Problem Statement 2: Students in the Economically Disadvantaged subpopulation category have scored below the Growth target indicator of 68 in mathematics for the past 3 years. **Root Cause:** There is limited protected time built into the master schedule to allow staff to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Perceptions

Perceptions Summary

Rattan Elementary's theme for the 2022-2023 school year is "Building a Better Tomorrow". Our mission as a staff is to help students stay focused on the bigger picture of what the future holds for them, as well as the impact and importance of what they are learning TODAY has on that future. We as educators cannot let the hype and hysteria of the current moment impact our ability to help our students be successful, not just for next year, but for life. Our responsibility to our students is to prepare them to be productive adults and members of society - today's learners are tomorrow's leaders!

Perceptions Strengths

At Rattan Elementary, we are proud to offer a variety of opportunities to support our students and help them grow, not only academically, but socially and emotionally as well. Our campus and PTA are dedicated to providing volunteer and involvement opportunities. These opportunities include but are not limited to:

- Student Council
- Safety Patrol
- PTA Volunteer Opportunities/ Events/ Fundraisers
- Book Fair (Fall & Spring)
- Class Parties
- Coyote Salutes (Teacher/ Staff Member Recognition)
- Reflections
- Anti-bullying program
- Guidance Lessons
- Habit Hero Awards
- Grade Level Music Performances (Veteran's Day, etc.)
- Career Day
- Science Fair
- Community Mentors
- Coyote Packs

Priority Problem Statements

Problem Statement 1: Students in the White subpopulation category have scored below the Academic Achievement target indicator of 59% in mathematics for the past 3 years.

Root Cause 1: Lack of highly-effective Tier 1 instructional strategies, monitoring, and training.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students in the White subpopulation category have scored below the Growth target indicator of 74 in mathematics for the past 3 years

Root Cause 2: There is limited protected time built into the master schedule to allow staff to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals




Revised/Approved: September 29, 2022








Goal 1: Safety: Anna ISD will provide a positive and safe environment for ALL students and staff.

Performance Objective 1: Reinforce and refine campus-wide behavior expectations and routines to normalize student behaviors to those expected in a school setting.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to refine expectations for consistency across the campus; implement Leader in Me with greater depth, supported by grant \$\$ received

Strategy 1 Details	Formative Reviews		
Strategy 1: Expand campus behavioral expectations to incorporate a school-to-home transfer of information, defining expected behaviors and consequences for families and staff to establish consistency and remove ambiguity. Strategy's Expected Result/Impact: Consistent campus-wide student behaviors, as well as between home and campus, that meets campus expectations, supports positive learning environments, and reinforces the school-home relationship. Staff Responsible for Monitoring: Campus Admin Teachers Instructional Aides Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
			








Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate "Leader in Me" habits, based off of Covey's "7 Habits of Happy Kids", in addition to the Second Step guidance lessons to promote healthy, intrinsically-driven habits and skills and positively recognize students (Habit Heroes) for their efforts in demonstrating and implementing these habits. Strategy's Expected Result/Impact: Improved self-motivation and self-worth. Learning and reinforcement of skills that students are able to carry forward with them outside of school. Staff Responsible for Monitoring: Administrators Counselor Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Safety: Anna ISD will provide a positive and safe environment for ALL students and staff.

Performance Objective 2: Establish and maintain attendance percentage of 96.7% or higher for the 22-23 school year

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to strategize and implement processes to improve attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Consistent and regular monitoring of student attendance through weekly campus data integrity meetings and district-level data integrity meetings every nine-week grading period, followed by providing feedback to parents regarding the importance of regular attendance and participation. Strategy's Expected Result/Impact: Increased student attendance and engagement, and as a result, increased student performance. Staff Responsible for Monitoring: Campus Admin Campus PEIMS clerk Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

Performance Objective 1: By June 2023, all students, with a particular emphasis on the White, African American, Hispanic, Economically Disadvantaged, EL, and SPED subpopulations, will meet or exceed their Academic Achievement Status target measure on STAAR Math .

High Priority

Evaluation Data Sources: White students will meet or exceed the target Math measure of 59%

African American students will meet or exceed the target Math measure of 31%

Hispanic student will meet or exceed the target Math measure of 40%




Economically Disadvantaged students will meet or exceed the target Math measure of 36%








EL students will meet or exceed the target Math measure of 40%

SPED students will meet or exceed the target Math measure of 23%

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Official results not available until Fall 2023

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in Coyote Time to receive intervention support to fill math gaps. All Math Intervention teachers and support personnel will utilize Istation math to help fill gaps in math. Strategy's Expected Result/Impact: Increase the number of students in Tier 1 to 80% on Istation by EOY and 60% or higher at the 60th percentile on MAP by EOY. Meet or exceed the indicator score of 29 for 4th grade Math Meet or exceed the indicator score of 29 for 5th grade Math Staff Responsible for Monitoring: Campus Admin Teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of Reflex Math software to target and improve fact fluency for students in grades 2-5, increasing student engagement and providing teachers with improved progress monitoring capabilities. Strategy's Expected Result/Impact: Improved foundational fact fluency, which will result in improved math performance as measured by STAAR, MAP, and Istation. Meet or exceed the indicator score of 29 for 4th grade Math Meet or exceed the indicator score of 29 for 5th grade Math Staff Responsible for Monitoring: Principals Math Teachers TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - 199-General Fund - \$3,295	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in the White subpopulation category have scored below the Academic Achievement target indicator of 59% in mathematics for the past 3 years. Root Cause: Lack of highly-effective Tier 1 instructional strategies, monitoring, and training.
School Processes & Programs
Problem Statement 1: Students in the White subpopulation category have scored below the Growth target indicator of 74 in mathematics for the past 3 years Root Cause: There is limited protected time built into the master schedule to allow staff to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Goal 2: Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.




Performance Objective 2: By the end of the 2024-2025 school year, 60% or more of AISD students will be at the Meets Standard Level or higher on all EOY Assessments.

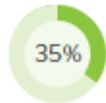
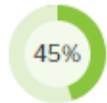
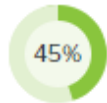
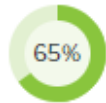





High Priority











Evaluation Data Sources: Monitoring checklists, Learning walks, student assessment data
Meet or exceed the indicator score of 38 for 3rd grade Reading
Meet or exceed the indicator score of 28 for 3rd grade Math
Meet or exceed the indicator score of 33 for 4th grade Reading
Meet or exceed the indicator score of 29 for 4th grade Math
Meet or exceed the indicator score of 47 for 5th grade Reading
Meet or exceed the indicator score of 29 for 5th grade Math
Meet or exceed the indicator score of 22 for 5th grade Science

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Official results not available until Fall 2023

Strategy 1 Details	Formative Reviews		
Strategy 1: All core classroom teachers will create daily objective-driven daily lesson plans that follow the lesson cycle and that align to the district scope and sequence. Strategy's Expected Result/Impact: Improved Tier 1 instruction as demonstrated on Istation, MAP, STAAR, and local common assessments. Staff Responsible for Monitoring: Assistant Superintendent of C & I Executive Directors Principals AP's Instructional Coordinators Teacher Leaders ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve campus processes for observation/feedback cycles for teachers. Utilize instructional support personnel as well as campus admin to support this process. Assign teachers to specific personnel and schedule regular observation/feedback meetings into the calendar. Strategy's Expected Result/Impact: Increased feedback to staff resulting in quicker, more frequent adjustments to instruction and ultimately increased student performance. Staff Responsible for Monitoring: Campus Admin ICs Additional leadership staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: All core classroom teachers, IC's, and administrators will participate in grade level/ content specific PLC's to unpack standards, review student assessment data, and develop re-teach plans. Strategy's Expected Result/Impact: PLC's will meet at minimum bi-monthly, develop an agenda that is shared ahead of time, review current assessment data, and develop re-teach plans to improve student achievement. Meet or exceed the target indicator of 48 for Accelerated Student Progress in Reading Meet or exceed the target indicator of 35 for Accelerated Student Progress in Mathematics Staff Responsible for Monitoring: Assistant Superintendent of C & I Executive Directors Principals AP's Instructional Coordinators Teacher Leaders	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: All Anna ISD students in PK-12 will be provided intervention support through research-based programming to promote growth in performance levels during Coyote Time. Strategy's Expected Result/Impact: Increase the percent of students in Tier 1 to 80% or greater in both Reading and Math as measured by Istation. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Executive Directors of Elementary and Secondary Education Coordinator of Intervention Services Principals Interventionists/Specialists Teachers Title I: 2.4, 2.6	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Anna ISD will provide students who do not meet EOY assessment standards summer programming, Before or after school tutorials, or support during the school day to meet the minimum of 30 hours according to HB 4545 mandate for extended learning opportunities. Strategy's Expected Result/Impact: More students would be prepared for EOY courses required for advancement. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Executive Directors of Elementary and Secondary Education Executive Director of Federal Programs Director of Special Services Coordinator of Intervention Services Principals Interventionists/Specialists Teachers	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Throughout the 22-23 school year, all K-5th grade teachers will participate in professional development using Lucy Calkins Units of Study in Writing as a resource. All teachers will receive coaching observation and feedback throughout the year from an outside writing consultant. Strategy's Expected Result/Impact: Increased teacher capacity to provide more robust writing instruction that is evidenced by an increase in rubric scores on pre-post writing assessments. Staff Responsible for Monitoring: Campus Admin ICs ELAR Teachers Funding Sources: Units of study training - 255-Title II, Part A - \$20,000, ESL instructional coordinator - 199-PIC 25 State Bilingual/ESL - \$65,000	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.




Performance Objective 3: By June 2024, the percent of 3rd grade students that "meets grade level" or above on STAAR Reading will increase from 54% to 65%.











HB3 Goal

Evaluation Data Sources: STAAR Data
Meet or exceed the indicator score of 38 for 3rd grade Reading

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Official results not available until Fall 2023. Preliminary results show 78% "likely passed" and 17% "uncertain"

Strategy 1 Details	Formative Reviews		
Strategy 1: All K-3 teachers and administrators will participate in Reading Academy to learn and implement the Science of Teaching Reading skills. Strategy's Expected Result/Impact: Improved reading outcomes in student growth on MAP/Istation. Staff Responsible for Monitoring: Assistant Superintendent of C & I Executive Director of Elementary Campus Principals Reading Teachers Instructional Coordinators	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in Coyote Time to receive intervention support to fill reading gaps. Reading Intervention teachers will utilize LLI for Tier 3 students, and Dyslexia therapists and CMC aides will also provide support for students with specific reading difficulties. Classroom teachers will utilize Istation for Tier 1 and Tier 2 reading support.</p> <p>Strategy's Expected Result/Impact: Increase the number of students in Tier 1 to 80% on Istation by EOY and 60% or higher at the 60th percentile on MAP by EOY.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of C & I Executive Director of Elementary Campus Principals Reading Teachers Reading Interventionists Dyslexia Therapists CMC Aides Instructional Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 266-ESSER I - \$70,000, Dyslexia Therapists (2), CMC Aide - 199-PIC 24 SCE Accelerated Education - \$149,061, Reading Specialist - 211-Title 1, Part A - \$67,302</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All K-3 reading teachers participated in Guided Reading training following the Jan Richardson model. Teachers will implement Guided Reading small groups during Tier 1 reading time to differentiate reading instruction.</p> <p>Strategy's Expected Result/Impact: Increase the number of students in Tier 1 to 80% on Istation by EOY and 60% or higher at the 60th percentile on MAP/mClass by EOY, and on grade level using Rigby running records.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of C & I Executive Director of Elementary Campus Principals Reading Teachers Instructional Coordinators</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

Performance Objective 4: By June 2024, the percent of 3rd grade students that "meets grade level" or above on STAAR Math will increase from 36% to 60%.




HB3 Goal








Evaluation Data Sources: STAAR Math

Meet or exceed the indicator score of 28 for 3rd grade Math

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Official results not available until Fall 2023. Preliminary results show 54% "likely passed" and 42% "uncertain"

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in Coyote Time to receive intervention support to fill math gaps. All Math Intervention teachers and support personnel will utilize Istation math to help fill gaps in math. Strategy's Expected Result/Impact: Increase the number of students in Tier 1 to 80% on Istation by EOY and 60% or higher at the 60th percentile on MAP by EOY. Staff Responsible for Monitoring: Assistant Superintendent of C & I Executive Director of Elementary Campus Principals Math Teachers Math Specialist Instructional Coordinators Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Math Interventionist - 199-PIC 24 SCE Accelerated Education - \$72,953	Formative		
	Nov	Feb	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: Implementation of Reflex Math software to target and improve fact fluency for students in grades 2-5, increasing student engagement and providing teachers with improved progress monitoring capabilities. Strategy's Expected Result/Impact: Improved foundational fact fluency, which will result in improved math performance as measured by STAAR, MAP, and Istation Staff Responsible for Monitoring: Principals Math Teachers TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative		
		Nov	Feb	June
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students in the White subpopulation category have scored below the Academic Achievement target indicator of 59% in mathematics for the past 3 years. Root Cause: Lack of highly-effective Tier 1 instructional strategies, monitoring, and training.
School Processes & Programs
Problem Statement 1: Students in the White subpopulation category have scored below the Growth target indicator of 74 in mathematics for the past 3 years Root Cause: There is limited protected time built into the master schedule to allow staff to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Goal 2: Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

Performance Objective 5: By the end of the 24-25 school year, 90% or more of 2nd-grade students will be reading and writing on grade level.

Evaluation Data Sources: MAP Assessment Data

Rigby Reading Inventories







mClass







Istation








Writing rubric scores

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue working towards 24-25 objective.

Strategy 1 Details	Formative Reviews		
Strategy 1: All K-2 teachers will receive training and support in the implementation of mClass assessments. Strategy's Expected Result/Impact: Improved Teacher Capacity in data-driven reading instruction. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Executive Director of Elementary Instructional Coordinators Principals Teachers	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All new K-3 teachers, specialists, administrators, and Instructional Coordinators will participate in the Science of Teaching Reading - Reading Academy 10 day training. Strategy's Expected Result/Impact: 90% or more Reading Academy participants will successfully complete the training. Improved student performance on reading assessments. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Executive Director of Elementary Instructional Coordinators Principals Teachers	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Anna ISD will employ 2 reading interventionists at each of the elementary campuses to support the needs of at-risk students. Strategy's Expected Result/Impact: Improved reading performance on EOY reading assessments to include Istation, mClass, STAAR, MAP. Staff Responsible for Monitoring: Assistant Superintendent of C & I Executive Director of Elementary Executive Director of Federal Programs Assistant Superintendent of Administrative Services Principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will participate in Coyote Time to receive intervention support to fill reading gaps. Reading Intervention teachers, Dyslexia therapists and CMC aides will provide support for Tier 3 students, and classroom teachers will utilize Istation for Tier 1 and Tier 2 reading support. Strategy's Expected Result/Impact: Increase the number of students in Tier 1 to 80% on Istation by EOY and 60% or higher at the 60th percentile on MAP by EOY. Staff Responsible for Monitoring: Campus Admin ELAR Teachers Dyslexia Therapists Reading Interventionists CMC Aide TEA Priorities: Build a foundation of reading and math Funding Sources: 31- K-5 Teachers for Coyote Time - 199-PIC 24 SCE Accelerated Education - \$122,600, CMC Aide - 199-PIC 24 SCE Accelerated Education - \$26,461, Math intervention teacher - 199-PIC 24 SCE Accelerated Education - \$165,000	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Anna ISD will employ a K-2 reading specialist to support the needs of at-risk students and target primary-skill reading interventions (phonological and phonemic awareness, letter and sound recognition, etc.). Strategy's Expected Result/Impact: Increase the number of students in Tier 1 to 80% on Istation by EOY and 60% or higher at the 60th percentile on MAP by EOY. Staff Responsible for Monitoring: Campus Admin ELAR Teachers K-2 Reading Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: K-2 Reading Interventionist - 199-PIC 24 SCE Accelerated Education - \$71,620	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 2: Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

Performance Objective 6: By the 24-25 school year, 80% or more 5th year LEP students will be at the Advanced or Advanced High in the TELPAS Speaking Proficiency Assessment.

Evaluation Data Sources: TELPAS speaking data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Official results not available until Fall 2023. Continue working towards 24-25 objective.







Strategy 1 Details	Formative Reviews		
Strategy 1: All new core teachers in Anna ISD- elementary core, secondary ELAR will obtain their ESL certification by the end of the 22-23 school year. Strategy's Expected Result/Impact: Teachers will utilize ELPS strategies to build listening, speaking, reading and writing in academics. Staff Responsible for Monitoring: Assistant Superintendent of C & I Executive Director of Elementary & Secondary Executive Director of Federal Programs Instructional Coordinators Campus Principals	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All Anna ISD LEP Tier 2 & 3 students in 1st-2nd grade will be able to participate in summer enrichment programs. Strategy's Expected Result/Impact: Increased English language acquisition, the building of academic vocabulary, and increased student engagement. Staff Responsible for Monitoring: Assistant Superintendent of C & I Executive Director of Elementary Executive Director of Federal Programs Bilingual/ESL Coordinators Principals	Formative		
	Nov	Feb	June
	N/A	N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 2: Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

Performance Objective 7: 80% or higher of all gifted students will perform at the Master's Level on all 22-23 end of year assessments.

Evaluation Data Sources: MAP data, STAAR data, Local Assessment data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide enrichment support during Coyote Time for students identified as GT. Strategy's Expected Result/Impact: Increased GT performance and engagement. Meet or exceed the 50% post-secondary readiness accountability target Staff Responsible for Monitoring: Campus Admin ICs GT Coordinators Funding Sources: GT Specialist - 199-PIC 21 State Gifted and Talented (G/T) - \$44,000	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All 3rd-5th grade GT students will participate in Project Lead the Way activities and lessons during Coyote Time to enrich and be provided with challenging academic learning experiences that bridges ELAR, Math, and Science. Strategy's Expected Result/Impact: Increased GT performance and engagement. Meet or exceed the 50% post-secondary readiness accountability target Staff Responsible for Monitoring: Campus Admin ICs PLTW-trained staff GT Coordinators ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: GT specialists will work with classroom teachers to provide differentiated instructional support in the classroom to meet the nature and needs of gifted students. Strategy's Expected Result/Impact: Improved academic performance and engagement for our GT students. Meet or exceed the 50% post-secondary readiness accountability target Staff Responsible for Monitoring: Campus Admin ICs GT Coordinators	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Students in the White subpopulation category have scored below the Academic Achievement target indicator of 59% in mathematics for the past 3 years. Root Cause: Lack of highly-effective Tier 1 instructional strategies, monitoring, and training.








Goal 2: Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

Performance Objective 8: By the end of the 2024-2025 school year, with the provision of specially designed instruction in writing, elementary students in special education will improve their overall performance in writing as evidenced by an increase on the writing portion of the 3rd-5th grade STAAR ELAR assessments from 24.1% (PL 3) to 40% or more at the Meets Standard Level on STAAR.

Evaluation Data Sources: 40% of students in Special Education will be at the Meets Standard level on STAAR ELAR assessments by the 24-25 school year. SPED students will meet or exceed the target ELAR measure of 17% by June 2023

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Official results not available until Fall 2023. Writing no longer tested as a separate subject; will need to utilize other measures to determine progress.











Strategy 1 Details	Formative Reviews		
Strategy 1: Throughout the 22-23 school year, all K-5th grade teachers, including Special Education teachers, will participate in professional development using Lucy Calkins Units of Study in Writing as a resource. All teachers will receive coaching observation and feedback throughout the year from an outside writing consultant. Strategy's Expected Result/Impact: Increased teacher capacity to provide more robust writing instruction that is evidenced by an increase in rubric scores on pre-post writing assessments. Staff Responsible for Monitoring: Campus Admin ICs ELAR teachers in grades K -5 SpEd teachers	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Culture: Anna ISD will preserve traditions while enhancing the overall culture of the district.

Performance Objective 1: Establish mission and vision statements specific to the staff and students of Rattan Elementary that align with that of the District.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to reinforce core values and beliefs with current and incoming staff.


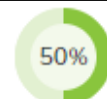




Strategy 1 Details	Formative Reviews		
Strategy 1: Solicit feedback through a campus-wide survey and/or focus groups to determine consistent values across the campus to support central mission and vision statements. Staff Responsible for Monitoring: Campus Admin	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Task specific staff to be part of a "Campus Culture Committee" to review data and create a campus vision and mission statement, then share with staff for approval. Staff Responsible for Monitoring: Campus Admin	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



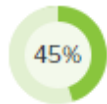




Goal 4: Community: Anna ISD will champion a supportive relationship with the community, dedicated to the achievement of our district goals and the utilization of effective communication.

Performance Objective 1: During the 22-23 school year we will promote a positive school connection with all families by creating multiple parent involvement opportunities that encourage active participation, communication and partnerships.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to increase opportunities for engagement. Focus on increasing volunteer base for next school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Actively engage and involve parents by establishing baseline participation goals through activities such as "Coyote Crossing", PTA memberships, and event attendance. Strategy's Expected Result/Impact: Maintaining and building positive school/community partnerships. Staff Responsible for Monitoring: Campus Administration Title I: 4.2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Improve positive two-way communication with families by having teachers call, email, write, use social media, or conduct an in-person visit prior to the end of the first nine weeks of school, and two to three additional times throughout the year. Strategy's Expected Result/Impact: Improved and increased positive school/community partnerships. Staff Responsible for Monitoring: Campus Admin Teachers	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide support to parents via on-demand parenting lessons utilizing the Rattan Youtube channel and social media. Strategy's Expected Result/Impact: Increased school-to-home transfer of structure and skills to improve consistency and help students be successful in both environments. Topics include: Setting Limits and the Importance of Structure Accountability and Consequences Parent not Friend Parenting is not Easy Failure for Success The Importance of Being at School on Time Bullying Effectively Communicating with Your Child's Teacher Staff Responsible for Monitoring: Campus Admin Counselor Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Rattan Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Rattan Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Brown	Math Specialist	1
Heather Boykin	K-2 Specialist	1
Lacy Lindsey	Dyslexia Therapist	1
Salma Rehman	CMC Aide	1
Selena Tomlin	Dyslexia Therapist	1

Title I

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is conducted through formative checks for progress in October, February, and June as the Campus Improvement Plan (CIP) committee begins to collect data from a wide variety of sources. During the school year, the CIP committee reviews data for attendance reports, discipline reports, and campus-based assessments to review student progress in reading, math, science, and writing. At the end of the year we analyze summative assessments such as STAAR scores and Measures of Academic Progress (MAP) results. Additionally, a parent survey is distributed in January to ask parents for feedback regarding various programs and policies for our campus. We also review end-of-year attendance rates, grade level retention rates, and discipline referral numbers. As we perform the summative evaluation of our current CIP, additional data is collected that will be used in the CNA. The CIP committee reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP committee creates our CIP in the fall of each school year. Anna ISD school board policies BQB (Legal) and BQB (Local) outline the stakeholders who are required to be a part of the CIP committee. At the elementary level, our committee is comprised of classroom teachers from each grade level, parents of students currently enrolled in our school, a community representative, a business representative, a special education teacher, a district level professional, and a professional non-teaching staff. This team collaborates to develop the CNA and also develop aligned strategies in the CIP to address the most crucial problem areas of need identified in the CNA.

2.2: Regular monitoring and revision

CIP committee members engage in a formative review of CIP strategies three times per year. Revisions to strategies are made at any time they are needed, but usually occur during the formative reviews as the CIP committee analyzes data and current student and teacher needs. During each review, CIP committee members review strategies in terms of what progress has been made in the implementation of said strategies, along with the impact those strategies are having on student achievement. Strategies may be modified, redirected, or discontinued so that the needs of students and teachers are met.

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

The CIP is posted on our campus website where it is available to parents and our community. If a parent or community member does not have internet access, or if they need the information translated into a different language, they may contact our school office to request a hard copy of the CIP or a translated copy. The CIP is also shared with parents annually during the open meeting in the spring. Parents are invited to attend any CIP committee meeting to provide input and learn more about the CIP.

2.4: Opportunities for all children to meet State standards

All students are provided opportunities to engage in learning experiences that will ensure proficiency with meeting state standards. Teachers analyze student data from curriculum-based assessments and activities, state assessments, and nationally normed assessments, on regular twice-monthly cycles to discuss student concerns and make adjustments to instruction. This ensures that no students "fall through the cracks", and allows teachers to make frequent adjustments as needed to ensure instruction aligns with state standards.

2.5: Increased learning time and well-rounded education

Processes and professional development are being utilized consistently throughout the school year to ensure all students are successful with grade level standards and working towards achieving at least one year's growth. Campus and district administration facilitate Learning Walks to help strengthen core instruction and keep focus on improving student achievement. Implementation of bi-weekly PLCs (every other week) helps support teachers in creating regular rhythms of analyzing student data and developing instructional plans to

address areas of need. In these PLCs, teachers identify hard to teach, high impact TEKS and redesign lessons and instructional delivery to support increased student achievement.

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

To address the needs of at-risk students, instructional specialists in reading and math provide small group, targeted and intensive instruction. Teachers implement specific research-based strategies in reading including balanced literacy implementation through a gradual release of responsibility to meet the specific needs of at-risk students. Spire, Take Flight, and LLI (reading) and Do the Math (math) are supplemental curricula utilized to increase at-risk and dyslexic students' abilities to transfer learning to independent learning tasks. All teachers analyze hard to teach, high impact TEKS and redesign lessons and instructional delivery through a gradual release of responsibility model to ensure at-risk students are provided the necessary support to succeed independently.

3.1: Annually evaluate the schoolwide plan

Campus Leadership team meets annually in June to review our Campus Improvement Plan progress, evaluate progress on goals, and determine what areas of focus should be for the following school year based on student assessment EOY results.

4.1: Develop and distribute Parent and Family Engagement Policy

Each fall and spring, parents and family members are invited to review our parent and family engagement policy and our home-school compact for the school year. This group, the Parent Advisory Committee (PAC), recommends any changes that may be necessary, or adopts these policies as-is if no changes are deemed necessary. Both documents are posted to our campus website at the beginning of each school year, with revisions posted as they come available. Both documents are also distributed during Meet the Teacher Night in August, and the home-school compact is signed and returned at that time as well.

4.2: Offer flexible number of parent involvement meetings

To encourage parents and family members to attend parent involvement meetings, a variety of dates, times, and activities are offered. Events are publicized well in advance through multiple modes of communication, including but not limited to Schoology (teacher, grade level, and campus), Facebook, Twitter, a biweekly electronic newsletter, and our new digital marquee. When possible, sessions of the same event are offered at two different times and/or dates.

5.1: Determine which students will be served by following local policy

White students will meet or exceed the target Math measure of 59%

African American students will meet or exceed the target Math measure of 31%

Hispanic student will meet or exceed the target Math measure of 40%

Economically Disadvantaged students will meet or exceed the target Math measure of 36%

EL students will meet or exceed the target Math measure of 40%

SPED students will meet or exceed the target Math measure of 23%

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer LaVake	Reading Specialist	Reading intervention	1

Campus Funding Summary

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$3,295.00
Sub-Total					\$3,295.00
199-PIC 21 State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1	GT Specialist		\$44,000.00
Sub-Total					\$44,000.00
199-PIC 24 SCE Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Dyslexia Therapists (2), CMC Aide		\$149,061.00
2	4	1	Math Interventionist		\$72,953.00
2	5	4	31- K-5 Teachers for Coyote Time		\$122,600.00
2	5	4	CMC Aide		\$26,461.00
2	5	4	Math intervention teacher		\$165,000.00
2	5	5	K-2 Reading Interventionist		\$71,620.00
Sub-Total					\$607,695.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6	ESL instructional coordinator		\$65,000.00
Sub-Total					\$65,000.00
211-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Reading Specialist		\$67,302.00
Sub-Total					\$67,302.00
255-Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6	Units of study training		\$20,000.00
Sub-Total					\$20,000.00

266-ESSER I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$70,000.00
Sub-Total					\$70,000.00