2025-2026 Action Plan

Anderson Elementary School

Imagine. Innovate. Create

Erica Tran, Principal

Total Students	PK	K	1st	2nd	3rd	4th	5th
542	89	86	69	64	76	93	65

Total Teachers	New	Uncert.	Vacancy
45	8	6	1

Student Demo	Hispanic	Black	White	Asian
	428	99	8	6

STAAR Data

3rd/Math	Approach	Change	Meets	Change	Masters	Change
Spring 2025	70%	9%	52%	16%	22%	1%
Spring 2024	61%	17%	36%	29%	21%	19%
Spring 2023	44%		7%		2%	

3rd/Span Math	Approach	Change	Meets	Change	Masters	Change
Spring 2025	75%	13%	44%	9%	20%	12%
Spring 2024	62%	1%	35%	13%	8%	2%
Spring 2023	61%		22%		6%	

4th Math	Approach	Change	Meets	Change	Masters	Change
Spring 2025	66	4%	44	12%	23	14%
Spring 2024	62	4%	32	5%	9	1%
Spring 2023	58		27		10	

5h Math	Approach	Change	Meets	Change	Masters	Change
Spring 2025	72	-5%	36	-5%	12	5%
Spring 2024	77	11%	41	12%	7	0%
Spring 2023	66		29		7	

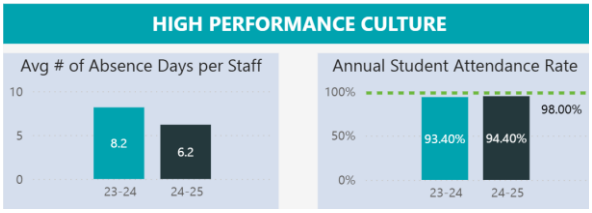
All Subjects

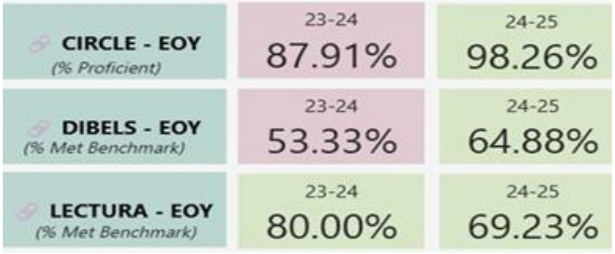
Closing Gaps	All	Black	Hispanic	White	Wh/Blck	Wh/His
Approches	70%	68%	70%	100%	-32%	-30%
Meets	43%	46%	42%	83%	-37%	-42%
Masters	18%	24%	16%	83%	-59%	-67%

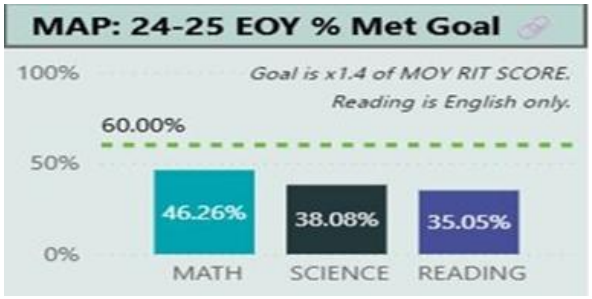
3rd/Reading	Approaches	Change	Meets	Change	Masters	Change
Spring 2025	55%	-9%	37%	19%	19%	16%
Spring 2024	64%	19%	18%	-8%	3%	3%
Spring 2023	45%		26%		0%	

4th/Reading	Approaches	Change	Meets	Change	Masters	Change
Spring 2025	83	16%	53	28%	25	15%
Spring 2024	67	-1%	25	4%	5	3%
Spring 2023	68		21		2	

5th/Reading	Approaches	Change	Meets	Change	Masters	Change
Spring 2025	73%	6%	53%	12%	17%	10%
Spring 2024	67%	0%	41%	14%	7%	-1%
Spring 2023	67%		27%		8%	







TELPAS- Language Proficiency by Grade level

	Grade	Students Taking Test	Students Growing One or More Levels	Percentage
2024	1st	56	26	47%
2025	1st	34	21	62% +15
2024	2nd	69	23	33%
2025	2nd	51	18	35% +2
2024	3rd	40	10	25%
2025	3rd	65	43	66% +41
2024	4th	64	10	15%
2025	4th	35	10	29% +14
2024	5th	49	19	38%
2025	5th	53	38	72% +34

Anderson's Quality of Instruction

Campus Focus Areas

- Monitor & Adjust, Improve High Quality Instruction to Improve Student Outcomes.
- Improve academic achievement outcomes for all special education students.
- Improve English proficiency for Emergent Bilingual students.

District philosophy and guiding framework:

Core Beliefs **Vision** **Theory of Action**

School Action Plan – Needs Assessment

Needs related to student achievement data

According to our STAAR achievement data, Anderson showed a 14-point increase in math and a 7-point increase in student achievement. The data also showed that our students are still struggling to reach the goal of 45% meets and 30% master's level (campus goal) in both reading and math. Fourth and fifth grade reading dropped a few percentage points in students reaching the master's level. In mathematics, fourth and fifth grade stayed stagnant or decreased at the master's performance level. Fifth grade science did increase at the approaches and meets performance levels but also showed a decrease at the master's performance level. Performance level goals are as follows: 80/45/30.

Weekly monitoring of lesson plans to ensure LSAE model is provided to students and high-quality instruction is aligned with materials, resources and demonstration of learning are aligned.

Needs related to improving the quality of instruction

NWEA reading data shows our special education students are performing (below average) at the 10th percentile in reading and math. Instructional focus will be in planning and the gradual release model with planned scaffold support to ensure high quality instruction for our special education students. Monitoring of students' progress will be done daily via demonstration of learning and frequent checking for understanding using MRS strategies and student written responses.

This year, our plan is to strengthen the use of multiple responses and ensure MRS strategies are used with fidelity. Ongoing professional development on gradual release model and MRS strategies during faculty meetings and PLCS will be planned.

System evaluation (philosophy, processes, implementation, capacity)

Progress monitoring systems and processes is the basis of ensuring that the systems that are put in place work simultaneously to build a positive learning environment for all students. At Anderson, we pride ourselves in creating systems that monitors high quality instruction through spot observations with precise and immediate feedback, data tracking TEKS to make informed instructional decisions and monitor student progress. We are committed in growing our teachers and TIER 2 leaders to strengthen TIER 1 instruction that positively impact our processes and systems through advocacy, systematic coaching and positive interactions to build human capacity.

School Action Plan Template

KEY ACTION ONE	**Key Action** Improve academic achievement outcomes for all special education students
	Indicators of success ● By the conclusion of 2025-2026, the quality of IEPs will improve from 88% to 95% by May 2026. ● By the end of September 2025, 100 % of all teachers will receive formal notification regarding their students' IEPs. ● By February 2026, 60% of special education students will have .6 growth level increase by MOY NWEA reading exam, number will increase to 70% by EOY NWEA reading exam ● By February 2026, 60% of special education students will have .6 growth level increase by MOY NWEA Math, number will increase to 70% by EOY NWEA math exam. *R ● By December 2025, 100% of campus ARDs will be held on or before the deadline, number will maintain at 100% by March 2026. ● The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation as measured by prior written notices and ARD attendance document. Goals are directly aligned to instructional practices

Specific actions – school leaders

School leaders (Principal, Assistant Principals, SPED Chair)

- The principal has scheduled IEP writing training for all case managers on August 7, 2025. Subsequently, the SPED Chair will convene with the case managers the week of September 2, 2025, to reinforce appropriate terminology and to provide specific guidance on the information to be included in the IEP.

- The SPED chair will visit each grade level PLC on August 28, 2025, to review relevant student IEPs and obtain signatures confirming that all members have received and are informed regarding the relevant IEPs for their students.

- Assistant principal and SPED chair create a master schedule where SPED students can receive facilitated support from resource teacher. Push-in or pull-out methods will be used during reading block (intervention time/LSAE) to support special education students with reading comprehension skills by September 2025.

- SPED chair will calendar all ARDs at the beginning of the year to ensure 100% compliance on ARDS by August 2025.

- Appraisal team will conduct SPED teacher professional development on high quality instruction as outlined in HISD's guide-book through frequent spot observations by August 2025.

- SPED chair and principal will identify and schedule TIER 2 and TIER 3 special education students in after school tutorials to receive additional support in reading by September 2025.

- Facilitate PLC data driven discussions after summative assessments that will support teachers/admin in planning instruction and progress monitoring of students through the use of BOY NWEA, weekly and monthly summative assessments to ensure our special education students are demonstrating growth in reading and math skills

	● Review lesson plans weekly to ensure alignment of the TEKS and demonstration of learning, sequence, and rigor, and provide feedback on a weekly basis.
	Specific actions – staff ● Resource teacher will adhere to the schedule provided by administration to ensure every SPED child receives in-class or pull-out support (according to IEP schedule of services) to strengthen reading comprehension and math skills ● Provide TIER 2 and TIER 3 special education students after school tutorials in reading and math ● Align TEKS and demonstration of learning to the rigor of STAAR 2.0/STAAR ALT in lesson plans ● Submit lesson plans weekly and be open and prepared to receive feedback and coaching ● SPED Teachers will attend a SPED PLC meeting every 2 weeks w/caseload manager to ensure IEP's are being strictly met including accommodation/modifications needed with curriculum, assessment and ensure progress monitoring is updated in Power School.

	Key Action One: Increase achievement outcomes for special education students
Staff Devel.	Who: Special education teachers, classroom teachers, teacher apprentices, learning coaches
	What: IEP Implementation, designated supports, schedule of services for push-in/pull-outs

	When: August 2025-June 2026, SPED PLCs bi-weekly, quarterly SPED trainings for all staff members
	Where: Core content classrooms

Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Peardeck	$2250.00
Purchased services		
Other		
Other		
TOTAL		$2250.00

Funding sources: NES Budget

KEY ACTION TWO	Monitor & Adjust, Improve High Quality Instruction to Improve Student Outcomes

Indicators of success

- By February 2026, 65% of students in Pre-K taking the Circle Literacy Letter sounds assessment will increase at Proficiency level by MOY, number will increase to 70% as indicated on the EOY Circle Literacy Letter sounds assessment. *R

- By February 2026, 66% of students taking the PreK Circle Counting assessment will be at Proficiency level by MOY Circle, number will increase to 70% as indicated on the EOY Circle Math Counting assessment.

- By February 2026, 60% of second through fifth grade students taking the NWEA Reading will increase by .60 on RIT score, number will increase by 1.3 as indicated on the EOY NWEA Reading Assessment. *R

- By February 2026, 60% of second through fifth grade students taking the NWEA Math will increase by .60 on RIT score, number will increase by 1.3 as indicated on the EOY NWEA Math Assessment. *R

- By the end of the 2025-2026 school year, average IRT will increase 1 percentage point from 11.19 (2025) to 12.19 by May 2026.

Specific actions – school leaders

- Principal and assistant principals provide monthly professional development that targets identified trends based on spot observations
- Principal will assign a content leader that will facilitate pre-service professional development on lesson internalization and lesson customization by July 2025.
- Principal and assistant principals create data-driven instructional practices using Anderson's data protocol (prework, gradual release with admin team during data PLCS, including the NWEA MAP data to inform instructional decisions and differentiate (LSAE) instruction effectively.
- Instructional leaders effectively collaborate with teachers during planning time (Anderson's planning protocol) to enhance the quality of instruction and ultimately improve student learning outcomes.
- Instructional leaders will provide clear guidelines and expectations for Demo days: I Do presentation with slides, instructional material, and clear teacher moves during the I Do on a weekly basis.
- Instructional leaders will provide specific, actionable feedback on areas for improvement via on the spot coaching, 1:1 coaching; teacher trackers shared among appraisers, weekly content-based calibration walks, monitor trends via instructional laps, focusing on instructional effectiveness through student responses, teachers insist on 100% engagement, clarity of instruction via scaffolds and visuals, and alignment with learning objectives via daily spot observations.

Specific actions – staff

- Teachers will implement at least one new strategy or adjustment from the monthly PD in their instruction within the following week, and be prepared to reflect on its impact during PLCs or coaching feedback.
- Teachers will actively engage in pre-service PD by internalizing the assigned lessons ahead of planning, customizing them to meet the students' needs and bringing those customizations to content planning sessions.
- Teachers will complete pre-work each data PLC, including student

	work analysis and MAP data review, and come prepared with instructional adjustments and reteach strategy to target student needs. • On planning days, teachers will collaborate and discuss instructional approaches, teaching methodologies, and differentiation strategies that address the strengths and weaknesses of students based on NWEA MAP, DSA, Circle and Unit assessments. • Teachers will prepare and deliver the I Do portion of the lesson during Demo days with aligned visuals, learning objectives, modeled thinking, and teacher moves that match the expected standard of the lesson using prior feedback. • Teachers will implement feedback from spot observations and coaching by adjusting instruction in the moment such as using the Great 8 plus another eight instructional practices.

	Key Action Two: Increase reading proficiency across grade levels		
Staff Devel.	Who: Anderson Elementary PK-5 reading teachers, third-fifth grade Art of Thinking teachers, Teacher Apprentices learning coaches		
	What: District Curriculum, Reading lesson protocol, PLC protocol, data protocol		
	When: August 2025-June 2026, PLC Days, Planning Days		
	Where: Anderson Elementary PLC room		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	HISD Curriculum, Reading lesson protocol, PLC protocol, data protocol	$0
	Materials/resources	Peardeck	$2250.00
	Purchased services		
	Other		
	Other		
		TOTAL	$2250.00
	Funding sources: NES Budget		

KEY ACTION ONE

Key Action
Improve English proficiency for Emergent Bilingual students.

Indicators of success *(Measurable results that describe success.)*

- By February 2026, 60% of EB students in Kindergarten taking the Dibels Literacy assessment will increase from BOY to MOY at or above benchmark, number will increase to 65% as indicated on the EOY Dibels Literacy assessment. *R
- By June 2026, 52% of 1st grade students will grow one composite proficiency level, as compared to SY24-25 composite data on TELPAS. *R
- By June 2026, 60% of Emergent Bilingual students will meet their individual growth target on 3-5 NWEA MAP Reading in English.
- By June 2026, 60% of Emergent Bilingual students will meet their individual growth target on 3-5 NWEA MAP Math.
- By October 2025 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately.
- By May 2026, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

Specific actions – school leaders

- Instructional leaders will provide monthly professional development that supports strengthening teacher's pedagogy in reading and writing using multilingual support.
- ELAR assistant principal will train teachers in writing across the curriculum using short and extended constructed responses by August 2025.
- Principal and assistant principal will implement data-driven instructional practices, including using DIBELS and NWEA MAP data to inform instructional decisions and differentiate instruction effectively during weekly PLC.
- Instructional leaders effectively collaborate with teachers during weekly planning times to enhance the quality of instruction and ultimately improve student learning outcomes.
- Principal and assistant principal will provide clear guidelines and expectations for Demo days that are conducted weekly.
- Principal and assistant principal will provide specific, actionable feedback on areas for improvement, focusing on instructional effectiveness, student engagement, clarity of instruction, and alignment with learning objectives daily.

Specific actions – staff

- Teachers will attend professional development that supports teacher pedagogy growth in reading and writing using Multilingual support strategies for EBs.
- Teachers will plan and implement opportunities for students to respond to content-based questions using both short and extended constructed responses daily.
- Teachers will analyze students' MAP data to identify focus areas based on need and plan instruction using targeted strategies to address the skill gaps.
- Teachers will attend all planning sessions with lessons internalized with student needs in mind. Teachers will contribute ideas that improve clarity, scaffolds, or engagement, and be prepared to revise and adjust lessons based on collaborative input.
- Teachers will plan and deliver a full I Do portion of a lesson for Demo Day using clear teacher moves, aligned visuals, anchor charts, and modeled strategies that reflect the lesson objective. Be open to feedback and use it to revise lesson delivery.
- Teachers will respond to feedback by implementing the coaching in their instruction such as adjusting pacing, clear instruction, engagement during MRS and be ready to reflect on the impact with appraiser.

	Key Action One: Improve English Proficiency for Emergent Bilingual Students		
Staff Devel.	Who: Reading Teachers, Teacher Apprentices		
	What: Emergent Bilingual Students, "Who are they" and "How to support them." LPAC Process and Progress Monitoring TELPAS data-state of the school		
	When: August 2025-June 2026, Thursday PLC, August 2025 Preservice, 1 staff development each six weeks- 7 training		
	Where: PLC time, Preservice		
B u d g e t	**Proposed item**	**Description**	**Amount**
	Staff development	CBLI	No cost/provided by district
	Materials/resources	Summit K12	No cost/provided by district
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources:		