

2026-2027 Action Plan



Anderson Elementary School
Raise the Bar

Angie Alexander, Principal

Mission Statement

At Anderson "Andy" Alexander Elementary School, our mission is to Raise the Bar by fostering a culture of excellence, high expectations, and continuous improvement for all. We are committed to empowering every scholar, developing exceptional educators, and partnering with families to ensure every child grows academically, socially, and emotionally. Through intentional instruction, meaningful relationships, and an unwavering belief that every scholar can succeed, we inspire lifelong learners and leaders who are prepared to thrive in an ever-changing world.

Vision

At Anderson "Andy" Alexander Elementary School, we Raise the Bar every day by embracing continuous improvement for all, cultivating excellence, and ensuring every scholar and staff member reaches their highest potential.

ANDERSON ELEMENTARY

AT A GLANCE | 2026-2027

PANTHER PRIDE • LEARN. LEAD. GROW.



VISION

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MISSION

Raise the Bar by fostering a culture of excellence, high expectations, and continuous improvement for all. We empower every scholar, develop exceptional educators, and partner with families so every child grows academically, socially, and emotionally.

CAMPUS PROFILE

Enrollment **542**

PK-5 • NES Elementary

Principal Angie Alexander

Accountability **B [85]**
Goal A [90]

PROGRAMS

PROGRAMS WE OFFER

Dual Language

Panther scholars learning and growing bilingually

STAFF

45 Teachers

New **8**

Uncert. **6**

Vacancy **1**

ATTENDANCE

94% Student

Goal: 96%

97% Staff

SPECIAL POPULATIONS

Eco. Disadvantaged **96%**

Emergent Bilingual **60%**

At-Risk **84%**

Special Education **9%**

Gifted & Talented **3%**

DEMOGRAPHICS

Hispanic **76%**

Black / AA **18%**

White **2%**

Asian **1%**

STUDENT ACHIEVEMENT | SPRING 2025 STAAR

Measure	3rd Math	3rd Read	4th Math	4th Read	5th Math	5th Read
Approaches	70%	55%	66%	83%	72%	73%
Meets	52%	37%	44%	53%	36%	53%
Masters	22%	19%	23%	25%	12%	17%

MAP Median Growth
Math 65 • RLA 58 • Sci 68

CIRCLE EOY
98.26% proficient

Diebels EOY
64.88% Benchmark

Lectura EOY
69.23% Benchmark

TLPAS | 2025 GROWTH

Students Growing One or More Levels

1st	2nd	3rd	4th	5th
62%	35%	66%	25%	72%

2026-2027 FOCUS

- Monitor & Adjust / high-quality instruction.
- Improve outcomes for Special Education scholars.
- Improve English proficiency for Emergent Bilingual scholars.

RAISE THE BAR

KEY ACTIONS & SUCCESS TARGETS

1 SPECIAL EDUCATION

50% meet NWEA growth targets in Reading & Math; IEP quality to 95%.

2 ACHIEVEMENT

Grades 2-5: 70% meet EOY NWEA growth targets; campus IRT to 15.

3 EMERGENT BILINGUAL

K-2 DIBELS: 65%+ benchmark; Grades 3-5: 60% meet NWEA growth projections.

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

Action Plan – Needs Assessment

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.

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.

AES Action Plan

Key Action

By May 2027, AES will improve academic achievement outcomes for all Special Education scholars through the consistent implementation of Houston ISD instructional expectations, targeted interventions, progress monitoring, and data-driven instructional practices that increase student growth and proficiency.

KEY ACTION ONE

- By May 2027, the quality of IEPs will improve from 88% to 95%, as measured through district compliance reviews and implementation of the new special education platform.
- By September 30, 2026, 100% of teachers will receive formal notification and documentation regarding the IEPs, accommodations, and services of students assigned to them.
- By EOY 2027, at least 50% of Special Education students will meet their individual growth targets on the NWEA Reading assessment.
- By EOY 2027, at least 50% of Special Education students will meet their individual growth targets on the NWEA Math assessment.
- By December 2026, 98% of ARD meetings will be conducted on or before required deadlines. Compliance will be maintained at 98% through May 2027 and the remainder of the school year.

- The principal and/or assistant principal will attend and actively participate in 100% of ARD meetings, as evidenced by ARD attendance records, Prior Written Notices, and ARD documentation.
- All annual IEP goals will be directly aligned to grade-level standards, instructional priorities, and individual student needs, as evidenced through ARD reviews and progress-monitoring documentation.

Specific actions – School Leaders

- **Strengthen Special Education Compliance and IEP Quality**
 - Provide professional development and ongoing coaching for case managers on developing high-quality, compliant IEPs; ensure all teachers receive and acknowledge student IEP information; and maintain 100% compliance with ARD timelines and documentation requirements.
- **Implement Strategic Scheduling and Targeted Student Supports**
 - Develop and monitor a master schedule that ensures Special Education students receive appropriate inclusion and resource support during core instruction and identify and provide Tier 2 and Tier 3 interventions, including after-school tutorials, to accelerate student achievement in reading and math.
- **Monitor Instruction and Student Achievement Through Data-Driven Leadership**
 - Conduct frequent classroom observations, lesson plan reviews, and PLC data discussions to ensure alignment to HISD instructional expectations, rigorous TEKS-based instruction, effective implementation of accommodations, and ongoing progress monitoring of Special Education student growth.

Specific actions – Staff

- Adhere to the campus master schedule to ensure all Special Education students receive services as outlined in their IEPs, including in-class support and/or pull-out instruction to strengthen reading and math achievement.
- Provide targeted Tier 2 and Tier 3 interventions, including after-school tutorials, for identified Special Education students in reading and mathematics.
- Plan and deliver rigorous, TEKS-aligned instruction that reflects the expectations of STAAR 2.0 and STAAR Alternate 2, with clear demonstrations of learning embedded in daily lessons.
- Submit lesson plans weekly and actively engage in feedback and coaching cycles to improve instructional effectiveness and student outcomes.
- Participate in Special Education PLC meetings every two weeks with the SPED Chair/Caseload Manager to ensure IEP services, accommodations, and modifications are implemented with fidelity.
- Maintain accurate and timely progress-monitoring data in PowerSchool and use student performance data to adjust instruction and interventions as needed.

	Key Action One: Increase achievement outcomes for special education students
Staff	Who: Special education teachers, classroom teachers, teacher apprentices, learning coaches
Devel.	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		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources: NES Budget		

**KEY
ACTION
TWO**

By May 2027, increase student achievement on district, state, and national assessments by ensuring the consistent implementation of Houston ISD's instructional expectations, including rigorous TEKS-aligned instruction, effective use of formative and summative data, high-quality lesson internalization, targeted interventions, and continuous monitoring of student learning outcomes.

Indicators of success

- By February 2027, 65% of Pre-K students will demonstrate proficiency on the CIRCLE Literacy Letter Sounds assessment. This percentage will increase to 70% by the End-of-Year (EOY) CIRCLE Literacy Letter Sounds assessment.
- By February 2027, 65% of Kindergarten and Grade 1 students will meet their individual growth targets on the NWEA Math assessment. This percentage will increase to 70% by the End-of-Year (EOY) NWEA Math assessment.
- By February 2027, 60% of students in Grades 2–5 will meet their individual growth targets on the NWEA Reading assessment. This percentage will increase to 70% by the End-of-Year (EOY) NWEA Reading assessment.
- By February 2027, 60% of students in Grades 2–5 will meet their individual growth targets on the NWEA Math assessment. This percentage will increase to 70% by the End-of-Year (EOY) NWEA Math assessment.
- By May 2027, the campus average IRT score will increase from 14 (2026 baseline) to 15, demonstrating improved instructional quality and alignment to Houston ISD expectations.

Specific actions – School Leaders

- **Build Teacher Capacity Through Professional Learning and Coaching**
 - Provide ongoing professional development, lesson internalization training, and targeted coaching based on instructional trends identified through classroom observations and data analysis.
- **Strengthen Data-Driven Instructional Practices**
 - Implement consistent data protocols during PLCs and planning meetings, utilizing NWEA and campus assessment data to inform instructional decisions, differentiate learning, and monitor student progress.
- **Monitor and Improve Instructional Quality**
 - Establish clear expectations for lesson delivery, including Demo Days and instructional planning, while providing frequent observations, feedback, calibration walks, and coaching to ensure rigorous, student-centered instruction aligned to learning objective

Specific actions – Staff

- **Professional Learning Implementation and Reflection**
 - Teachers will implement at least one instructional strategy or adjustment learned during monthly professional development sessions within five instructional days and reflect on its impact on student learning during PLCs, coaching cycles, or observation feedback meetings.
- **Data-Driven Planning and Instructional Decision-Making**
 - Teachers will consistently complete pre-work for Data PLCs, including student work analysis and review of NWEA MAP, DSA, Circle, and unit assessment data, and use findings to develop targeted instructional adjustments, differentiation plans, and reteach

strategies that address identified student needs.

- **High-Quality Lesson Delivery and Continuous Improvement**
 - Teachers will prepare and deliver standards-aligned instruction by actively participating in collaborative planning, customizing pre-service lessons for student needs, effectively modeling the "I Do" portion during Demo Days, and implementing observation and coaching feedback through the use of the Great 8 and additional high-impact 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		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources: NES Budget		

**KEY
ACTION
THREE**

Key Action:

Increase English language proficiency and academic achievement for Emergent Bilingual students through intentional language development, data-driven instruction, and targeted supports across all content areas.

Indicators of Success

- By February 2027, at least 50% of Emergent Bilingual students in grades K–2 will perform at or above benchmark on the DIBELS Literacy Mid-Year assessment, increasing to at least 65% performing at or above benchmark on the End-of-Year DIBELS Literacy assessment.
- By June 2027, at least 25% of 4th-grade Emergent Bilingual students will increase by one or more composite proficiency levels on the TELPAS assessment compared to their 2026–2027 baseline composite proficiency level.
- By June 2027, at least 60% of Emergent Bilingual students in grades 3–5 will meet or exceed their individual growth projections on the NWEA MAP Reading assessment.
- By June 2027, at least 60% of Emergent Bilingual students in grades 3–5 will meet or exceed their individual growth projections on the NWEA MAP Mathematics assessment.
- By the October 2026 PEIMS Snapshot, 100% of students identified through the Home Language Survey as potential Emergent Bilingual students will be assessed, appropriately identified, and accurately coded in accordance with state and district requirements.

Specific Actions – School Leaders

- **Strengthen Teacher Capacity Through Professional Learning and Coaching**
 - Instructional leaders will provide ongoing professional development, coaching, and support focused on evidence-based reading and writing instruction, multilingual learner supports, and writing across the curriculum, including the implementation of short and extended constructed responses.
- **Implement Data-Driven Planning and Instruction**
 - The principal and assistant principals will facilitate weekly PLCs and collaborative planning sessions that leverage DIBELS, NWEA MAP, TELPAS, and other student performance data to identify learning needs, plan differentiated instruction, monitor progress, and adjust instructional practices to improve outcomes for Emergent Bilingual students.
- **Monitor Instructional Quality Through Demonstration, Feedback, and Continuous Improvement**
 - The principal and assistant principals will establish clear expectations for weekly Demo Days, conduct frequent classroom observations, and provide timely, actionable feedback focused on instructional effectiveness, student engagement, language development, lesson alignment, and the implementation of high-impact instructional practices.

Specific Actions – Staff

- **Implement High-Quality, Language-Rich Instruction**
 - Teachers will participate in professional development and consistently implement multilingual learner support strategies, providing daily opportunities for students to engage in reading, writing, speaking, and responding to content-based questions through short and extended constructed responses. Teachers will have scholars work on Sumit K-12 during digital resource time.
- **Engage in Data-Driven Planning and Collaborative Lesson Internalization**
 - Teachers will analyze NWEA MAP and other student performance data to identify instructional priorities, attend planning sessions with lessons internalized, and collaborate to develop differentiated instruction, scaffolds, and engagement strategies that address student needs.
- **Strengthen Instruction Through Demonstration, Feedback, and Reflection**
 - Teachers will prepare and deliver standards-aligned instruction during Demo Days, including a strong "I Do" component with effective teacher moves and modeling, implement coaching and observation feedback, and reflect on the impact of instructional adjustments on student learning with their 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:		

