

2024-2025 Action Plan



Anderson Elementary School
Imagine. Innovate. Create

Erica Tran, Principal

Grade Level/Reading	DNM	Approaches	Meets	Masters
3 rd Reading 2023 2024	52.50% 40%	47% 60%	11% 25%	6% 13%
4 th Reading 2023 2024	29% 29%	71% 71%	19% 28%	2% 1%
5 th Reading 2023 2024	28% 29%	72% 71%	20% 37%	9% 6%

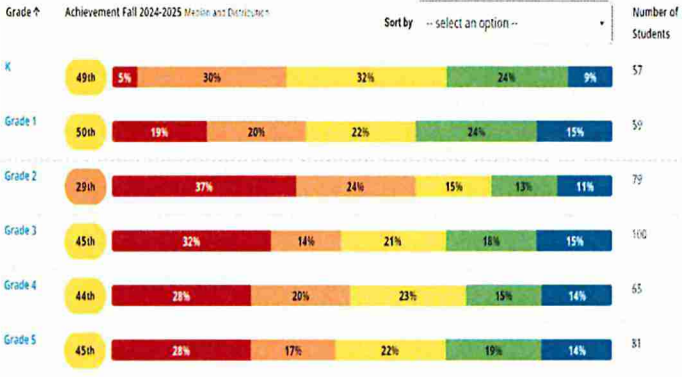
Grade Level/Subject	DNM	Approaches	Meets	Masters
3 rd Math 2023 2024	44% 40%	56% 60%	11% 39%	5% 16%
4 th Math 2023 2024	39% 32%	61% 68%	18% 34%	11% 9%
5 th Math 2023 2024	29% 21%	71% 79%	24% 37%	8% 8%
5 th Science 2023 2024	72% 50%	28% 50%	5% 12%	4% 3%

Grade Level	Total	Am. Indian or Alaskan Native	Asian	Black/African American	Native Hawaiian/Other Pacific Islander	White	Hispanic	Multi-racial
PK 3	23	0	0	1	0	0	12	0
PK 4	85	0	1	10	0	2	46	2
Kinder	65	1	2	13	0	2	66	0
1 st	65	0	2	15	1	2	46	0
2 nd	83	0	1	12	0	1	69	0
3 rd	104	0	1	14	0	4	84	1
4 th	67	0	1	11	0	3	52	0
5 th	83	0	0	10	0	2	70	1
Total	576	1	8	101	1	16	445	4

TELPAS 2024	Grade	Total EB Students	Number of SS growing one or more composite level	Percentage of students growing one composite level
	1 st	56	26	47%
	2 nd	69	23	33%
	3 rd	40	10	25%
	4 th	64	10	16%
	5 th	49	19	38%

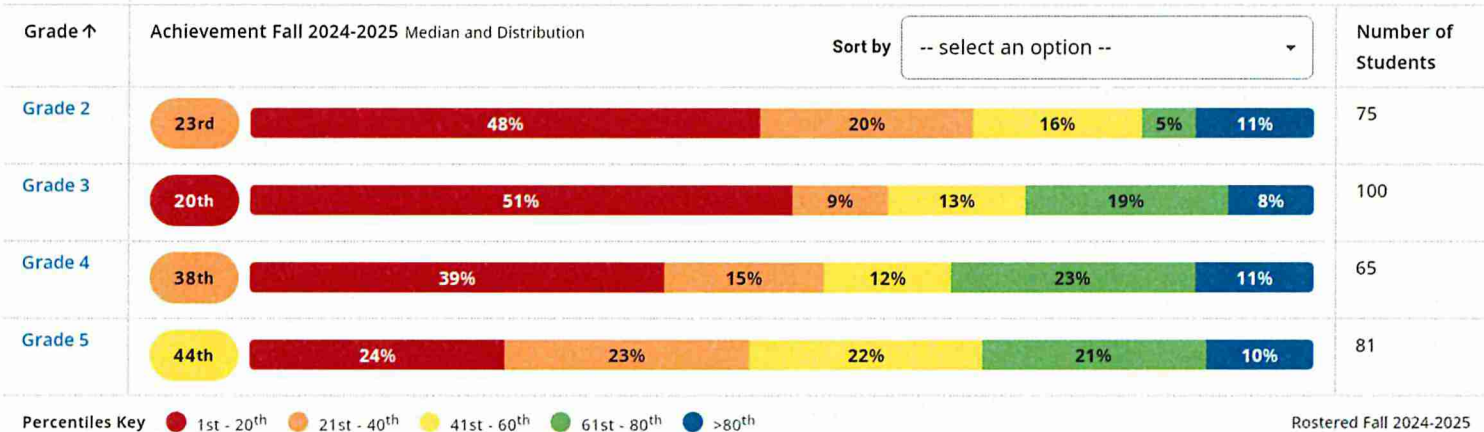
Achievement by Grade

Anderson Elementary (105) | Math K-12



Achievement by Grade

Anderson Elementary (105) | Reading



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

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.

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

School Action Plan Template

KEY
ACTION
ONE

Key Action

Improve academic achievement outcomes for all special education students

Indicators of success

- By February 2024, 70% of special education students will have .6 growth level increase by MOY NWEA reading exam, number will increase to 80% by EOY NWEA reading exam
- By December 2024, 50% of special education students will increase in approaches by 5% on STAAR Interim, number will increase to 10% by STAAR 2.0 May 2025 exam.
- By December 2024, 95% of campus ARDs will be held on or before the deadline, number will increase to 100% by March 2025.
- 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.

Specific actions – school leaders

School leaders (Principal, Assistant Principals, Interventionist)

- 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 or workstation time) to support special education students with reading comprehension skills
- Conduct SPED teacher professional development on high quality instruction as outlined in HISD's key instructional characteristics and spot observation form
- Identify and schedule TIER 2 and TIER 3 special education students in after school tutorials to receive additional support in reading
- Create PLC agendas that will drive discussions around data that will support teachers/admin in planning data driven instruction and progress monitoring of students through the use of BOY NWEA, weekly and monthly summative assessments, STAAR Interim assessments to ensure our special education students are demonstrating growth in reading skills
- Review lesson plans weekly to ensure alignment of the TEKS and demonstration of learning, sequence and rigor and provide teachers feedback and support weekly

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 skills
- Provide TIER 2 and TIER 3 special education students after school tutorials in reading
- 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		
Budget	Who: Special education teachers, classroom teachers, teacher apprentices, learning coaches		
	What: IEP Implementation, designated supports, schedule of services for push-in/pullouts		
	When: August 2024-June 2025, 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
Budget	Funding sources: NES Budget		

KEY ACTION TWO	Key Action
	Increase reading proficiency across grade levels
	Indicators of success <ul style="list-style-type: none"> ● By the end of year, 3rd-5th grade will increase in number of students reaching Meets or Master's level on STAAR Reading Interim 1 by 5% and increase to 10% by STAAR 2025. ● By February 2025, 70% of second and third 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. ● By February 2025, using the NWEA Reading Data, 3rd and 4th grade students will increase by 7 points on RIT score, number will increase to 15 points by EOY NWEA Reading. ● By October 2024, 70% of teachers will demonstrate 7/10 on Engage and Deliver and Monitor and Adjust, number will increase to 80% by December 2024.
	Specific actions – school leaders

- Provide monthly professional development that targets trends
- Train teachers in writing across the curriculum with Short and Extended Constructed Responses.
- Implementation of 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.
- Provide clear guidelines and expectations for Demo days: I Do presentation with slides and clear teacher moves during the I Do
- Provide specific, actionable feedback on areas for improvement via on the spot coaching, 1:1 coaching; teacher trackers shared with shared among appraisers, weekly content-based calibrations, 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 spot observations

Specific actions – staff

- On planning days, teachers will collaborate and discuss instructional approaches, teaching methodologies, and differentiation strategies that addresses the strengths and weaknesses of students based on NWEA MAP and Interim assessments.
- The teacher delivers the lesson demonstration to the instructional leaders that aligns with curriculum standards, learning objectives, and the needs of their students.
- Implement quality instruction following the LSAE model within the NES system.

	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, learning coaches		
	What: Reading lesson protocol, PLC protocol, data protocol, guided reading, running records, lesson plan protocol		
	When: August 2024-June 2025, PLC Days		
	Where: Anderson Elementary PLC room		
Budget	Proposed item	Description	Amount
	Staff development	Reading lesson protocol, PLC protocol, data protocol, guided reading, running records, lesson plan protocol	\$0
	Materials/resources	Peardeck	\$2250.00
	Purchased services		
	Other		
	Other		
	TOTAL		\$2250.00
	Funding sources: NES Budget		

Key Action

Improve English proficiency for Emergent Bilingual students.

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

- By June 2025, 49% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.
- By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading.
- By December 2024, 60% of teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester, number will increase to 80% by February 2025.
- By October PEIMS snapshot, 95% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded, number will increase to 100% by December 2024.
- By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.
- By May 2025, 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

- Provide monthly professional development that supports strengthening teacher's pedagogy in reading and writing
- Train teachers in writing across the curriculum with Short and Extended Constructed Responses.
- Implementation of data-driven instructional practices, including the NWEA MAP data to inform instructional decisions and differentiate instruction effectively
- Instructional leaders effectively collaborate with teachers during planning time to enhance the quality of instruction and ultimately improve student learning outcomes.
- Provide clear guidelines and expectations for Demo days.
- Provide specific, actionable feedback on areas for improvement, focusing on instructional effectiveness, student engagement, clarity of instruction, and alignment with learning objectives.

Specific actions – staff

- Attend professional development that supports teacher pedagogy growth in reading and writing
- Provide oral language scaffold such as, sentence stems, sentence frames, word banks, repetition/rephrasing.
- Dual language immersion biliteracy in both languages will be indicated through student progress on unit assessments.
- English as a Second Language (ESL): Focus on English literacy with crosslinguistic connections.
- Develop literacy with resources that leverage students' experiences and primary language.

Connection to District Plan:

HISD District Priority 2: Improve the Quality of Instruction

HISD District Priority 11: Develop and Implement Year 2035 Competencies and Experiences

Instructional leader will have data talks with individual teachers and during PLC

to analyze the data and determine student growth.

Teachers and students set math goals and track progress toward goals by students tracking their own data and teachers analyzing data to determine next steps.

Schedule calibration walks with ED of Feeder and ED of support and make action plan according to feedback.

	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 2024-June 2025, Tuesdays PLC, August 2024 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		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

**KEY
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Key Action

Improve mathematics proficiency for students in grades 4-5.

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

- By February 2025, 60% of students in grades 4-5 will show growth in achievement by one performance level on the STAAR Math Interim assessment, number will increase to 70% on STAAR EOY Math Assessment.
- By February 2025, 60% of third grade students will meet their individual growth target on MOY NWEA Math Assessment, number will increase to 70% by June 2025.
- By December 2024, 80% of Mathematics teachers will score 8/10 or higher on (Monitor and Adjust and Engage and Deliver) of the spot, as measured by the monthly spot average for the second semester, number will increase to 90% by February 2025.
- 100% of student who did not meet Mathematics STAAR expectations will complete 15 to 30 hours of HB1416 Accelerated Instruction by the end of SY24-25.

Specific actions – school leaders

Specific Actions:

School leaders (Principal, Assistant Principals, Interventionist, Team Leads)

- Analyze SY23-24 fourth and fifth grade STAAR Mathematics data to identify percent of students at DNM, Approaches, Meets, and Master's and develop the individual achievement goals for students.
- Facilitate data digs (Anderson's data protocol) to share and track student data and goals with campus administrators, staff, and teachers.
- Implement and monitor the HB1416 acceleration program for students who did not meet Mathematics STAAR Assessment expectations.
- Provide teachers with Professional Development targeting quality instruction that includes a break-down of the spot form specifically

around Engage and Deliver/Monitor and Adjust section, and lesson internalization protocol (annotations, adjusting slides based on student needs).

- Review spot forms and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.
- Provide clear guidelines for teachers and administrators for Lesson Planning (Anderson's lesson protocol that outlines gradual release model), PLC (Anderson PLC protocol that outlines leader and teacher actions), and Demo Days.
- Monitor effective use of mathematics lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations (spot observations, coaching and feedback) by campus leaders.

Specific actions – staff

- Attend weekly lesson plan sessions (Mondays) and PLC's (Tuesdays) with content team and administrators.
- Schedule open lab appointments with administrators to receive additional support as needed.
- Use the HISD Lesson Internalization protocol and the NES Mathematics Curriculum Lessons to implement quality instruction with students with fidelity.
- Facilitate HB1416 accelerated instruction with students who did not meet Mathematics STAAR expectations and monitor their progress.
- Analyze assessment data to monitor student progress and effectiveness of first instruction and reteaching.
- Monitor goal setting and progress for NWEA Math-grades 4-5, and STAAR Interim-grade 4-5.

Connection to District Plan:

HISD District Priority 2: Improve the Quality of Instruction

HISD District Priority 11: Develop and Implement Year 2035 Competencies

	Key Action One: Improve English Proficiency for Emergent Bilingual Students
	<p>and Experiences</p> <p>Instructional leader will have data talks with individual teachers and during PLC to analyze the data and determine student growth.</p> <p>Teachers and students set math goals and track progress toward goals by students tracking their own data and teachers analyzing data to determine next steps.</p> <p>Schedule calibration walks with ED of Feeder and ED of support and make action plan according to feedback.</p>

	Key Action Four: Improve mathematics proficiency for students in grades 4-5.		
Staff Devel.	Who: Math teachers, math teacher apprentices, learning coaches, principal, assistant principal		
	What: Math framework that includes lesson plan protocol, PLC protocol and data protocol, NES curriculum and model, curriculum updates every 6 weeks and concept development.		
	When: August 2024-June 2025		
	Where: PLC room,		
Budget	Proposed item	Description	Amount
	Staff development	Math concept development and curriculum updates	None
	Materials/res	Peardeck	2250.00

	ources		
	Purchased services		
	Other		
	Other		
	TOTAL		2250.00
	Funding sources:		

Anderson Goals and Priorities:

Goal 1: Reading Proficiency

- ❖ In 2024-2025, Anderson Elementary will show a 10% increase in reading achievement at the meets level in 3rd-5th grade.
- ❖ 70% of second and third grade students will meet their annual growth of 1.3 as indicated by EOY NWEA reading assessment.

Goal 2: Mathematics Proficiency

- ❖ 70% of 4th-5th grade students will increase one performance level on STAAR Mathematics Assessment.
- ❖ In 2024-2025, 70% of third grade students will meet their growth target on NWEA EOY Assessment.

Goal 3: Special Education

- ❖ In 2024-2025, 80% of special education students will show a .60 growth on NWEA EOY reading assessment.
- ❖ In 2024-2025, 50% of special education students will increase in approaches by 10% on STAAR Reading Assessment.

Goal 4: Emergent Bilinguals

- ❖ In 2024-2025, 49% of emergent bilingual students will increase one composite level on TELPAS.

- ❖ By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading.