

Anna Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Mission Statement

To **invest** in academic excellence, **instill** values and **inspire** students.

Vision

TO MAXIMIZE INDIVIDUAL POTENTIAL AND EMPOWER ALL STUDENTS ARE EMPOWERED TO CONQUER THE CHALLENGES OF EDUCATION, WORK AND LIFE

Value Statement

AISD believes in demanding high expectations with quality instruction that recognizes the learning styles of all students.

AISD believes in maintaining a family atmosphere for our students, staff and community.

AISD believes in collaboration that encourages professional growth and student success.

AISD believes in creating opportunities for all students to achieve success by nurturing their individual potential and talents.

AISD believes that character and integrity matter.

Comprehensive Needs Assessment

Needs Assessment Overview

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

District goals Campus goals

Current and/or prior year(s) campus and/or district improvement plans

Campus and/or district planning and decision making committee(s) meeting data State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data

Performance Index Framework Data: Index 1 - Student Achievement Performance Index Framework Data: Index 2 - Student Progress Performance Index Framework Data: Index 3 - Closing Performance Gaps Performance Index Framework Data: Index 4 - Postsecondary Readiness

System Safeguards and Texas Accountability Intervention System (TAIS) data PBMAS data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information) State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

STAAR End-of-Course current and longitudinal results, including all versions Texas English Language Proficiency Assessment System (TELPAS) results

NWEA MAP Results

Local benchmark or common assessments data

Student Data: Student Groups

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

Special education population, including performance, discipline, attendance, and mobility At-Risk population, including performance, discipline, attendance, and mobility

Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

Homeless data

Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Completion rates and/or graduation rates data Annual dropout rate data

Attendance data Discipline records

Violence and/or violence prevention records Student surveys and/or other feedback

Employee Data

Staff surveys and/or other feedback

Professional development needs assessment data

Parent/Community Data

Parent surveys and/or other feedback

Demographics

Demographics Summary

The Anna Independent School District is located in a fast-growing area which covers 63 square miles in the northeast corner of Collin County. The school district consists of one early childhood center, three elementary schools, one middle school, one high school and a special programs center. Anna ISD currently has an enrollment of approximately 3,467 students. Anna ISD is expected to increase to 7,400 students within the next 10 years.

TSDS PEIMS Submission Fall 2017 Data

| ENROLLMENT BY ETHNICITY | % ENROLL |
|---------------------------------|-----------------|
| AMER. INDIAN/ALASKAN | 0.55% |
| ASIAN | 0.75% |
| BLACK/AFRICAN AMER. | 10.50% |
| HISPANIC/LATINO | 31.66% |
| WHITE | 51.65% |
| HAWAIIAN/PAC ISLAND | 0.03% |
| TWO OR MORE | 4.86% |
| ENROLLMENT BY POPULATION | % ENROLL |
| ECONOMIC DISADVANTAGE | 42.91% |
| MILITARY CONNECTED | 1.27% |
| FOSTER CARE | 0.41% |
| HOMELESS | 0.05% |
| DYSLEXIA | 3.79% |
| BILINGUAL | 3.70% |
| MIGRANTS | .12% |
| ESL | 7.87% |
| Special Education | 11.94 |
| CTE | 33.02% |
| Unaccompanied Youth | 0.55% |

Demographics Strengths

AISD is a growing community in which cultural diversity is becoming prominent.

AISD embraces and promotes that diversity to enhance learning opportunities for every student.

New construction is bringing more families to the area and the school system is experiencing significant growth.

Student Academic Achievement

Student Academic Achievement Summary

State of Texas Assessments of Academic Readiness (STAAR) are administered in the core subject areas—reading, writing, mathematics, science, and social studies. The number of tests taken each year varies depending on the student’s grade level.

NWEA MAP Assessments are administered to all student K-8 - BOY, MOY, & EOY.

NWEA MAP Assessments are administered to all special education, esl/bilingual and 9th grade at the secondary level - BOY-, MOY, & EOY.

Accountability Data 2017

| District/Campus Name | District/Campus Number | 2017 Accountability Rating | Index 1 Student Achievement | | | Index 2 Student Progress | | | Index 3 Closing Performance Gaps | | | Index 4 Postsecondary Readiness | | |
|----------------------|------------------------|----------------------------|--------------------------------|--------------|-----------|-----------------------------|--------------|-----------|-------------------------------------|--------------|-----------|------------------------------------|--------------|-----------|
| | | | Index Score | Index Target | Index Met | Index Score | Index Target | Index Met | Index Score | Index Target | Index Met | Index Score | Index Target | Index Met |
| Anna ISD | 043902 | Met Standard | 76 | 60 | Y | 32 | 22 | Y | 40 | 28 | Y | 80 | 60 | Y |
| Anna HS | 001 | Met Standard | 78 | 60 | Y | 22 | 17 | Y | 45 | 30 | Y | 85 | 60 | Y |
| Anna MS | 041 | Met Standard | 74 | 60 | Y | 30 | 30 | Y | 38 | 26 | Y | 30 | 13 | Y |
| Joe K Bryant El | 101 | Met Standard | 77 | 60 | Y | 34 | 32 | Y | 40 | 28 | Y | 39 | 12 | Y |
| Sue Evelyn Rattan EL | 103 | Met Standard | 76 | 60 | Y | 41 | 32 | Y | 39 | 28 | Y | 32 | 12 | Y |

Joe K Bryant Elementary

| | | | | |
|-----------------------|------|---------|---------|--|
| 3 rd Grade | Math | | Reading | |
| | 76% | | 73% | |
| 4 th Grade | Math | Reading | Writing | |
| | 71% | 66% | 68% | |
| 5 th Grade | Math | Reading | Science | |
| | 93% | 93% | 76% | |
| | | | | |

| | | | | |
|--------------------------|------|---------|---------|--|
| Sue E. Rattan Elementary | | | | |
| 3 rd Grade | Math | | Reading | |
| | 79% | | 76% | |
| 4 th Grade | Math | Reading | Writing | |
| | 84% | 64% | 63% | |
| 5 th Grade | Math | Reading | Science | |
| | 92% | 81% | 62% | |
| | | | | |

| | | | | | |
|-----------------------|------|-----------|---------|---------|-----|
| 6 th Grade | Math | | Reading | | |
| | 86% | | 67% | | |
| 7 th Grade | Math | Reading | Writing | | |
| | 62% | 69% | 68% | | |
| 8 th Grade | Math | Algebra I | Reading | Science | SS |
| | 87% | 98% | 91% | 79% | 59% |
| | | | | | |

| | | | | | |
|-----|-------|--------|-------|---------|------------|
| AHS | Eng I | Eng II | Alg I | Biology | US History |
| | 67% | 70% | 64% | 92% | 92% |

Student Academic Achievement Strengths

All AISD campuses "Met Standard"

ELL scores increased in all tested subjects, from 56%-57%; math 63%-71%; writing 52-53%

Special Education Scores increased in math from 41% - 43%; and science from 47% - 54%.

Economically disadvantaged scores increased in math from 71% - 73% and social studies 59% - 75%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students identified as in need of specially designed instruction through special education; 38% met "approaches grade level" on STAAR/EOC - all subjects. Reading 31%, Math 43%, Writing 20%, Science 54%, & Social Studies 52%. **Root Cause:** All students in special education have an Individualized Education Plan and are performing 2 or more grade levels below their enrolled grade. There is a need to increase research based instructional programming designed to accelerate bridging the gaps.

Problem Statement 2: Students identified as ESL/Bilingual, 57% met "approaches grade level" on STAAR/EOC -all subjects. Reading 50%, Math 71%, Writing 53%, Science 42%, & Social Studies 38%. **Root Cause:** Students identified as ESL/Bilingual are demonstrating deficiencies and acquiring academic language appropriate to the rigor of STAAR. There is a need to increase the research based methodologies of "sheltered instruction" strategies through Tier I instruction.

Problem Statement 3: District Performance on STAAR/EOC is @ or below state averages in the following: 4th grade reading &writing (JKB/SER); 4th grade math (JKB); 5th grade science (SER); 6th grade reading; 7th grade math, reading, &writing; 8th grade social studies; and Algebra I.

District Processes & Programs

District Processes & Programs Summary

District Culture and Climate Summary

AISD strives to implement continuous improvement through the strategic planning process. AISD values all stakeholders; parents, students, community and faculty to place an integral part in that process.

Staff Quality, Recruitment, and Retention summary - Texas Academic Performance Report 2016-17

| Staff Information | Count | Percent | Count | Percent |
|---|-------|---------|-----------|---------|
| Total Staff | 405.0 | 100.0% | 705,007.9 | 100.0% |
| Professional Staff: | 260.7 | 64.4% | 451,253.5 | 64.0% |
| Teachers | 208.2 | 51.4% | 352,756.1 | 50.0% |
| Professional Support | 33.0 | 8.1% | 70,392.1 | 10.0% |
| Campus Administration (School Leadership) | 12.5 | 3.1% | 20,492.1 | 2.9% |
| Central Administration | 7.0 | 1.7% | 7,613.2 | 1.1% |
| Educational Aides: | 33.5 | 8.3% | 67,934.0 | 9.6% |
| Auxiliary Staff: | 110.8 | 27.4% | 185,820.3 | 26.4% |
| Total Minority Staff: | 74.1 | 18.3% | 346,378.5 | 49.1% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 7.9 | 3.8% | 35,986.3 | 10.2% |
| Hispanic | 18.0 | 8.6% | 93,694.5 | 26.6% |
| White | 176.2 | 84.7% | 211,028.1 | 59.8% |
| American Indian | 2.0 | 1.0% | 1,243.7 | 0.4% |
| Asian | 0.0 | 0.0% | 5,383.5 | 1.5% |
| Pacific Islander | 1.0 | 0.5% | 1,521.6 | 0.4% |
| Two or More Races | 3.0 | 1.4% | 3,898.4 | 1.1% |

| | | | | |
|---------|-------|-------|-----------|-------|
| Males | 46.6 | 22.4% | 83,544.8 | 23.7% |
| Females | 161.6 | 77.6% | 269,211.3 | 76.3% |

Teachers by Highest Degree Held:

| | | | | |
|-----------|-------|-------|-----------|-------|
| No Degree | 0.0 | 0.0% | 4,333.3 | 1.2% |
| Bachelors | 163.8 | 78.7% | 262,745.0 | 74.5% |
| Masters | 44.4 | 21.3% | 83,426.6 | 23.6% |
| Doctorate | 0.0 | 0.0% | 2,251.2 | 0.6% |

Teachers by Years of Experience:

| | | | | |
|--------------------------|------|-------|----------|-------|
| Beginning Teachers | 21.5 | 10.3% | 27,413.0 | 7.8% |
| 1-5 Years Experience | 67.9 | 32.6% | 98,846.9 | 28.0% |
| 6-10 Years Experience | 47.8 | 23.0% | 73,646.0 | 20.9% |
| 11-20 Years Experience | 49.9 | 24.0% | 98,156.2 | 27.8% |
| Over 20 Years Experience | 21.0 | 10.1% | 54,694.0 | 15.5% |

| | | | | |
|--------------------------------|------|-----|------|-----|
| Number of Students per Teacher | 15.4 | n/a | 15.1 | n/a |
|--------------------------------|------|-----|------|-----|

Staff Information

Experience of Campus Leadership:

| | District | State |
|--|----------|----------|
| Average Years Experience of Principals | 17.6 | 19.5 |
| Average Years Experience of Principals with District | 7.0 | 12.2 |
| Average Years Experience of Assistant Principals | 12.2 | 15.7 |
| Average Years Experience of Assistant Principals with District | 4.0 | 10.1 |
| Average Years Experience of Teachers: | 8.8 | 10.9 |
| Average Years Experience of Teachers with District: | 3.8 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | |
| Beginning Teachers | \$44,602 | \$46,199 |

| | | |
|--|-----------|-----------|
| 1-5 Years Experience | \$45,630 | \$48,779 |
| 6-10 Years Experience | \$48,819 | \$51,184 |
| 11-20 Years Experience | \$51,544 | \$54,396 |
| Over 20 Years Experience | \$56,189 | \$60,913 |
| Average Actual Salaries (regular duties only): | | |
| Teachers | \$48,740 | \$52,525 |
| Professional Support | \$55,950 | \$61,728 |
| Campus Administration (School Leadership) | \$73,243 | \$76,471 |
| Central Administration | \$103,516 | \$100,397 |
| Instructional Staff Percent: | 62.7% | 64.6% |
| Turnover Rate for Teachers: | 16.2% | 16.4% |
| Staff Exclusions: | | |
| Shared Services Arrangement Staff: | | |
| Professional Staff | 0.0 | 1,112.5 |
| Educational Aides | 0.0 | 216.4 |
| Auxiliary Staff | 0.0 | 454.3 |

| | | |
|---------------------------------|-----|---------|
| Contracted Instructional Staff: | 0.0 | 2,110.5 |
|---------------------------------|-----|---------|

Curriculum, Instruction, and Assessment Summary

AISD annually reviews district scope and sequences to refine and make adjustments to instructional programming. Instructional coaches serve as core content specialists, leading the process of alignment. AISD "Met Standard" , as did all campuses. AISD is in the process of implementing a Learning Management System, Schoology. In 2017-18, both Anna Middle School and Anna High School will have full implementation of Schoology. In 2018-19, all elementary campuses will have full implementation. A primary focus for the 2017-18 school year will be the disaggregation of data . District funds are being utilized to provide high quality professional development through Lead4ward.

The summer of 2017, AISD completely revamped the district professional development process. We began the Summer of Learning series to support

teachers throughout the summer. This provided opportunities for teachers to receive training prior to the beginning of the new school year; in order for the implementation process to begin on the first day of school.

District Processes & Programs Strengths

District Culture and Climate Strengths

- Strategic Planning Process
- Growing and diverse community
- Continuous Improvement for growth.

Staff Quality, Recruitment, and Retention Strengths

- 1st Year Teacher Mentor Program with Instructional Coaches
- Competitive Salaries with like size school districts
- High quality staff development
- Teacher led professional development

Curriculum, Instruction, and Assessment Strengths

- TEKS-based Curriculum & Instruction
- Professional Development
- SIOP Training
- Instructional Coaches
- Investment in Professional Development
- Investment in researched-based instructional materials.
- Technology
- CTE course options
- Dual Credit
- Graduation Rates
- College/Career Ready Rates
- Using MAP data to meet student needs and fill gaps.

Perceptions

Perceptions Summary

Family and Community Involvement Summary

AISD strives to encourage parental and community involvement at every campus. It is our belief that a strong parent and community partnership produces an environment that supports and strengthens student achievement.

Perceptions Strengths

Family and Community Involvement Strengths

Adult ESL

GED Program

Ambassador Program

Holding "Spirit Nights" at area businesses

Meet the Coyote

Elementary School Family nights

HOSA Community Project - Disaster Drill

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Other additional data

Goals

Goal 1: Anna ISD students will demonstrate excellence in learning through academic achievement which promotes college and career readiness.

Performance Objective 1: To maintain a Met Standards designation for 2017-2018 school year while increasing achievement growth in the special education, English Learners and economically disadvantaged students.

Evaluation Data Source(s) 1: 2018 Index 1 Student Achievement Data













Texas Academic Performance Report
















PBMAS
















System Safeguards

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | May |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) The district will provide professional development in data analysis of all STAAR/EOC assessments.</p> | <p>Assistant Superintendent C & I Executive Director C & I Principals</p> | <p>Increased understanding of data analysis as it pertains to strengths and weaknesses in teaching and learning.</p> | | | | |
| <p>Funding Sources: 199-General Fund - 5900.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Increase professional development and training in data analysis of all NWEA MAP assessments.</p> | <p>Assistant Superintendent C & I Executive Director C & I Coordinator of Assessment Principals</p> | <p>Increased understanding of data analysis as it pertains to strengths and weaknesses in teaching and learning.</p> | | | | |
| <p>Funding Sources: 199-General Fund - 13000.00, 211-Title 1, Part A - 23500.00</p> | | | | | | |

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|--|---|--|---|---|---|--|
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Increase pedagogical understanding in differentiated instruction to accommodate special education students as specified in the ARD process in CTE and CORE courses.</p> | <p>Assistant Superintendent C & I Executive Director C & I Director of Special Education Principals</p> | <p>Increased understanding of effective differentiated teaching strategies will improve student achievement.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 10000.00, 224-IDEA B, Special Ed - 5000.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Increase pedagogical understanding of second language acquisition for all teachers within Anna ISD. Goal of 100% of all staff to become ESL certified or receive Sheltered Instruction training.</p> | <p>Assistant Superintendent C & I Executive Director C & I Coordinator of ESL/Bilingual Services Principals</p> | <p>Increased understanding of effective language acquisition strategies will improve student achievement</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 7500.00, 263-Title III, Part A ELA/Immigrant - 2500.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Improve core curriculum support programs through the implementation of research-based interventions for all students (ex. Fast Forward, APEX ...)</p> | <p>Assistant Superintendent C & I Executive Director C & I Director of Special Education Coordinator of ESL/Bilingual Services Coordinator of Digital learning Principals</p> | <p>Utilization of researched-based instructional resources used with fidelity will increase student achievement.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 48500.00, 211-Title 1, Part A - 62500.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Campus staff will participate in purposeful planning sessions and will implement the non-negotiable curriculum in all core area classrooms grades K-12. All core teachers grade 2-12 will use CBAs for evaluation of student progress Grade K-1 will use ESGI assessments for evaluation of student progress.</p> | <p>Assistant Superintendent C & I Executive Director C & I Services Principals Instructional Coaches</p> | <p>Using a viable scope and sequence and purposeful planning will increase student achievement.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 0.00</p> | | | | | | |

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|---|---|--|---|---|---|--|
| <p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Students will be administered the NWEA MAP assessment 3 times per year in reading, ELA and math K-9, special education and ESL to assess and monitor for growth in student achievement.</p> | <p>Assistant Superintendent C & I Executive Director C & I Director of Special Education Coordinator of ESL/Bilingual Services Coordinator of Assessment Principals Instructional Coaches</p> | <p>Progress monitoring of student growth will assist in planning for individualized learning and intervention.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 13000.00, 211-Title 1, Part A - 23500.00</p> | | | | | | |
| <p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) District will increase the number of CTE Industry Recognized certifications that align with the TEA approved list.</p> | <p>Executive Director C & I Coordinator of CTE</p> | <p>The number of students who attain CTE IRC will increase.</p> |  |  |  | |
| <p>Funding Sources: 199-PIC 22 State Career and Technical - 15000.00</p> | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) All students (gen. ed., special education, ESL/bilingual, etc) who do not meet "approaches grade level" will receive intervention through researched-based programming.</p> | <p>Assistant Superintendent C&I Executive Director C&I Special Education Director Coordinator for ESL/Bilingual Principals Teachers</p> | <p>Providing progress monitoring and intervention will increase student growth in learning.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 48500.00, 211-Title 1, Part A - 62500.00</p> | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>10) The district will utilize the Strategic Planning Process to determine staffing needs of AISD.</p> | <p>Strategic Planning Committee</p> | <p>Through the utilization of the strategic planning committee AISD will prioritize staffing needs.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 0.00</p> | | | | | | |
| <p>11) The district will utilize the Anna Academic Achievement Center to address the needs of students who apply for the non-traditional track for graduation.</p> | <p>Executive Director of Curriculum & Instruction Coordinator of AAA</p> | <p>The AAA will assist students in attaining graduation credits for an accelerated path to graduation and/or prevention of dropouts.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 15000.00</p> | | | | | | |

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|--|--|---|---|---|---|--|
| <p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>12) Social Studies consultant will be brought in to provide support, intervention, and curriculum guidance/alignment.</p> | <p>Assistant Superintendent C & I Executive Director C&I Principals Teachers</p> | <p>Increased learning and achievement for students.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 0.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>13) Special Education staff will attend Lead4ward training - Connecting Standards, Reaching Rigor, & Comprehension Strategies for ELAR.</p> | | |  |  |  | |
| <p>Funding Sources: 224-IDEA B, Special Ed - 0.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>14) The district will utilized new position in ESL/Bilingual to support staff in teaching and learning strategies for EL students.</p> | <p>Coordinator of ESL/Bilingual ESL/Bilingual Coach</p> | <p>Increased student achievement.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 0.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1</p> <p>15) The district will implement the "New Comer" program to assist students entering into a US public school fo rthe first time.</p> | | |  |  |  | |
| <p>Funding Sources: 263-Title III, Part A ELA/Immigrant - 0.00</p> | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>16) The district will utilize district and state assessments to direct instruction, curriculum and professional development.</p> | <p>Assistant Superintendent C & I Executive Director C & I Instructional Coaches Principals Teachers</p> | <p>Identifying strengths, weaknesses and providing personalized learning to students.</p> |  |  |  | |
| <p>Funding Sources: 199-General Fund - 0.00</p> | | | | | | |

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|--|--|---|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>17) Ensure that gifted and talented students are identified and properly served through programming that enriches their learning at high levels.</p> | <p>Assistant Superintendent C & I Executive Director of C & I District Coordinator for AA Principals Counselors Teachers</p> | <p>Increased performance of GT students in both grades and state assessments.</p> | | | | |
| <p>Funding Sources: 199-General Fund - 0.00, 199-PIC 21 State Gifted and Talented (G/T) - 0.00</p> | | | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | |

Goal 2: Anna ISD will increase instructional technology resources to promote and expand 21st century learning.

Performance Objective 1: AISD will continue implementation of technology as documented in District Strategic Plan.

Evaluation Data Source(s) 1: AISD Strategic Plan
 Manage Engine
 Budget

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | May |
| 1) AISD will increase and maintain equipment replacement cycle for technology: computers, labs, projectors/bulbs, interactive/mimeo boards, servers, infrastructure. | Director Technology | New and updated equipment will support teaching and learning. | | | | |
| Funding Sources: 199-General Fund - 5000.00 | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> 2) AISD will increase the number of Chromebooks and storage carts on each campus to increase web-based instruction and intervention. | Assistant Superintendent C & I Executive Director C & I Director of Technology Principals | Increasing the number of devices will increase teaching and learning opportunities and resources for instruction. | | | | |
| Funding Sources: 199-General Fund - 5000.00 | | | | | | |
| 3) AISD will research need to add staff to district technology department; specifically systems administrator and additional hardware tech. | Assistant Superintendent C & I Assistant Superintendent HR Technology Director | Increased staff will assist in the installation and maintenance of technology resources. | | | | |
| Funding Sources: 199-General Fund - 5000.00 | | | | | | |

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|--|--|---|--|--|--|--|
| <p>4) AISD will utilize web-based instruction to assist in daily and intervention based instruction and language acquisition (Fast Forward, APEX, Education Galaxy, Moby Max, ...).</p> | <p>Assistant Superintendent C&I Executive Director C&I Coordinator of Digital Learning Principals Assistant Principals Instructional coaches Interventionists Teachers</p> | <p>Student achievement will increase with access to supplemental instruction.</p> | | | | |
| <p>Funding Sources: 199-General Fund - 48500.00, 211-Title 1, Part A - 62500.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) The district will expand digital learning through out all campuses to support differentiated instruction and personalized learning.</p> | | <p>Funding Sources: 199-General Fund - 0.00</p> | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | |

Goal 3: Anna ISD will maximize resources to facilitate learning through current and expansion of district facilities.

Performance Objective 1: AISD will utilize district's strategic planning process to assess facility needs.

Evaluation Data Source(s) 1: Strategic Plan
 District Facility Plan
 Demographers Report

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|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | May |
| 1) AISD will annually review and update district facilities plan. | Executive Director of Support Services | Annually reviewing the district facility plan will assist the district in keeping up to date on the expansion needs of AISD. | | | | |
| Funding Sources: 199-General Fund - 0.00 | | | | | | |
| 2) AISD will annually review demographers report and track growth patterns to update facilities plan. | Executive Director of Support Services | Annually tracking growth patterns will assist AISD in the planning process for expansion, building needs, and zoning/re-zoning processes. | | | | |
| Funding Sources: 199-General Fund - 10000.00 | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 4: Anna ISD will provide a positive and safe environment for all students and staff.

Performance Objective 1: AISD will continue to improve a safe and secure environment.

Evaluation Data Source(s) 1: Strategic Plan

Facilities Plan

AISD Safety Plan






















Budget

Campus Safety Logs

EOP

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | May |
| 1) AISD will increase staff for AISD Police Department. | AISD Chief of Police Assistant Superintendent HR | Increasing the number of AISD police offers will decrease the dependency on outside organizations. | | | | |
| Funding Sources: 199-General Fund - 0.00 | | | | | | |
| 2) AISD will continue to implement the district security and safety plan. | Assistant Superintendent HR AISD Chief of Police Principals Teachers | Adhering to the AISD safety plan will increase the safety and security of AISD. | | | | |
| Funding Sources: 199-General Fund - 0.00 | | | | | | |
| 3) AISD campuses will conduct the required number of training and safety drills each semester: fire, tornado, lock-down. | Assistant Superintendent HR AISD Chief of Police Principals Teachers | Conducting the required safety drills will prepare the district and campuses in an emergency situation. | | | | |
| Funding Sources: 199-General Fund - 0.00 | | | | | | |
| 4) AISD will continue to improve transportation vehicle safety and security by providing and maintaining training for drivers and aides (CPR, first aid, special education confidentiality, student management..) | Director of Transportation | Training will prepare staff to implement safety procedures. | | | | |
| Funding Sources: 199-General Fund - 0.00 | | | | | | |

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|---|--|--|---|---|---|--|
| 5) AISD will implement state regiments of seat belts to all newly purchased buses. | Executive Director of Support Services Director of Transportation | Buses purchased in September 2017 and beyond will have seat belts. |  |  |  | |
| Funding Sources: 199-General Fund - 0.00 | | | | | | |
| 6) AISD will annually conduct security threat assessments of all district facilities. | Assistant Superintendent HR Chief of Police | Security threat assessments will increase the safety and security of students and staff. |  |  |  | |
| Funding Sources: 199-General Fund - 0.00 | | | | | | |
| 7) AISD will implement Zonar ZPass a student ridership tracking and monitoring system that uses a radio frequency identification device (RFID) and student cards to track the date, time and location of each students entry or exit from the bus. | Executive Director of Support Services Transportation Director | ZPass helps ensure the safe transportation of children to and from school and school-related events. |  |  |  | |
| Funding Sources: 199-General Fund - 50000.00 | | | | | | |
| 8) AISD elementary schools will implement a common method of dismissal as it pertains to tracking how students transition from school to home, via utilization of color coded luggage tags. | Principals Teachers | Increase student safety through the monitoring how how students get home from school. |  |  |  | |
| Funding Sources: 199-General Fund - 10000.00 | | | | | | |
| 9) AISD staff will participate in annual professional development in required compliance safety training (bloodborn pathogens, child abuse, suicide prevention, sexual harassment, diabetes ...). | Coordinator of Professional Development Principals Directors | To increase student and staff welfare. |  |  |  | |
| Funding Sources: 199-General Fund - 0.00 | | | | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | The district will provide professional development in data analysis of all STAAR/EOC assessments. |
| 1 | 1 | 2 | Increase professional development and training in data analysis of all NWEA MAP assessments. |
| 1 | 1 | 3 | Increase pedagogical understanding in differentiated instruction to accommodate special education students as specified in the ARD process in CTE and CORE courses. |
| 1 | 1 | 4 | Increase pedagogical understanding of second language acquisition for all teachers within Anna ISD. Goal of 100% of all staff to become ESL certified or receive Sheltered Instruction training. |
| 1 | 1 | 5 | Improve core curriculum support programs through the implementation of research-based interventions for all students (ex. Fast Forward, APEX ...) |
| 1 | 1 | 6 | Campus staff will participate in purposeful planning sessions and will implement the non-negotiable curriculum in all core area classrooms grades K-12. All core teachers grade 2-12 will use CBAs for evaluation of student progress Grade K-1 will use ESGI assessments for evaluation of student progress. |
| 1 | 1 | 7 | Students will be administered the NWEA MAP assessment 3 times per year in reading, ELA and math K-9, special education and ESL to assess and monitor for growth in student achievement. |
| 1 | 1 | 8 | District will increase the number of CTE Industry Recognized certifications that align with the TEA approved list. |
| 1 | 1 | 12 | Social Studies consultant will be brought in to provide support, intervention, and curriculum guidance/alignment. |
| 1 | 1 | 13 | Special Education staff will attend Lead4ward training - Connecting Standards, Reaching Rigor, & Comprehension Strategies for ELAR. |
| 1 | 1 | 14 | The district will utilized new position in ESL/Bilingual to support staff in teaching and learning strategies for EL students. |
| 1 | 1 | 15 | The district will implement the "New Comer" program to assist students entering into a US public school fo rthe first time. |
| 2 | 1 | 2 | AISD will increase the number of Chromebooks and storage carts on each campus to increase web-based instruction and intervention. |
| 2 | 1 | 5 | The district will expand digital learning through out all campuses to support differentiated instruction and personalized learning. |