

# Plano Independent School District

## Andrews Elementary

2021-2022



**Board Approval Date:** November 3, 2021

# Mission Statement

The Andrews community works in unity to ensure the development of responsible and successful students.

## Vision

**Committed to Excellence**

**Dedicated to Caring**

**Powered by Learning**

**Plano ISD Proud.**

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 4
  - School Processes & Programs 5
  - Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
  - Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022. 11
  - Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022. 12
  - Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022. 14
- School Based Improvement Committee 15
- Campus Funding Summary 16
- Addendums 17

# Comprehensive Needs Assessment

Revised/Approved: September 20, 2021

## Demographics

### Demographics Summary

Andrews Elementary is located in Plano, TX and serves students in Kindergarten-5th grades. There are approximately 400 students and 50 staff members. Our demographics are very diverse and play a significant role in the strength of our programs at Andrews. We are creating a global community awareness benefiting the educational growth of each individual student. We offer numerous opportunities for the community to participate in the daily life of our campus.

### Demographics Strengths

Andrews has a very diverse population amongst both students and staff. We have an active parent community, an involved and diverse PTA, and a student population that is very engaged in school functions both during and outside of school.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 60% of Andrews students were virtual learners (School@Home) last year.

# Student Learning

## Student Learning Summary

**Andrews Elementary Goals Including HB3 Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

## Student Learning Strengths

STAAR data indicates that Andrews performs above the district level average in all grade level and in all subjects.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The percent of Andrews 3rd grade students that score meets grade level or above on STAAR Reading was 85% in 2019 and 73% in 2021.

**Problem Statement 2:** The percent of Andrews students that score Meets grade level or above on STAAR Reading 3-5 was 83% in 2019 and 76% in 2021.

**Problem Statement 3:** The percent of Andrews 3rd grade students that score meets grade level or above on STAAR Math was 84% in 2019 and 61% in 2021.

**Problem Statement 4:** The percent of Andrews students that score Meets grade level or above on STAAR Math 3-5 was 83% in 2019 and 71% in 2021.

**Problem Statement 5:** The percent of Andrews students that score Meets grade level or above on STAAR Science 5 was 68% in 2019 and 67% in 2021.

**Problem Statement 6 (Prioritized):** Overall the performance of Andrews students at the Meets grade level or above has decreased during COVID. **Root Cause:** Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework model for effective planning and data analysis, so that students receive more targeted intervention/enrichment to address unfinished learning due to impacts of COVID.

# School Processes & Programs

## School Processes & Programs Summary

Andrews consistently works to put in place programs and processes that benefit the students and staff.

- We offer district-wide programs such as PACE (Plano Academic and Creative Education), English as a Second Language (ESL), and Special Education to enhance the education of our students who qualify for these programs.
- Included in the campus master schedule is 30 minutes of intervention and enrichment time for each grade level.
- This school year, we have a 1-to-1 Chromebook ratio that allows each student to have access to technology.
- Each grade level dedicates 15 minutes per day for Social and Emotional Learning instruction.
- Implementation of the district-wide safety and security protocols. Campus and district professional development is offered for staff throughout the year.

## School Processes & Programs Strengths

Andrews has a low staff turn-over rate which contributes to a positive campus climate and culture. Students benefit from having their own technology device which allows for more collaboration and differentiation in the classrooms. Teachers effectively use time in the master schedule for intervention and enrichment. Professional development for staff is provided on a variety of topics and through various modalities.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** A review of agendas and student achievement data indicate a gap in the implementation of the PLC process related to effective planning and analysis of formative/summative data. **Root Cause:** Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework and Understanding by Design models for effective planning and data analysis, so that students receive more targeted intervention/enrichment to address unfinished learning due to impacts of COVID.

# Perceptions

## Perceptions Summary

Andrews believes in creating a safe, orderly, and collaborative environment conducive to learning. We pride ourselves on the positive learning culture that is exhibited by both staff and students. We have dedicated quality time, employing strategies to make Andrews a High Reliability School. Last year, we focused our time and energy on creating a Safe and Collaborative School Culture. Andrews is deeply rooted in the values of academic excellence, social and emotional development, and diversity. Andrews strives for equity across the campus, as we believe that all students should benefit from high quality teaching in every classroom. We believe in the value of the arts in creating a well rounded school program that engages all types of learners. Our school traditions are numerous and help to establish a family environment that brings the school and community together throughout the year. Andrews was recently honored with the PTA Honor Roll 500+ Club which recognizes schools for achieving a rate of parent and community membership in our PTA.

## Perceptions Strengths

Teachers and parents view Andrews as a safe, orderly, and collaborative environment. We maintain open lines of communication with parents regarding academics and events and academics. Staff is knowledgeable of emergency procedures and ready to implement them if the occasion arises.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** A review of parent communication methods indicates that the school needs to give parents a more consistent opportunity to provide feedback on relevant topics.

# Priority Problem Statements

**Problem Statement 2:** A review of agendas and student achievement data indicate a gap in the implementation of the PLC process related to effective planning and analysis of formative/summative data.

**Root Cause 2:** Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework and Understanding by Design models for effective planning and data analysis, so that students receive more targeted intervention/enrichment to address unfinished learning due to impacts of COVID.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 1:** Overall the performance of Andrews students at the Meets grade level or above has decreased during COVID.

**Root Cause 1:** Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework model for effective planning and data analysis, so that students receive more targeted intervention/enrichment to address unfinished learning due to impacts of COVID.

**Problem Statement 1 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## 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 released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals




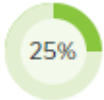






**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022.

**Performance Objective 1:** HB3 - The percent of Andrews 3rd grade students that score meets grade level or above on STAAR Reading will increase from 85% in 2019 to 89% by June 2022. The White student group performance will increase from 75% in 2019 to 77% in 2022. The English Learners student group performance will increase from 72% in 2019 to 78% in 2022.

## HB3 Goal

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective




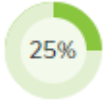






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 1) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework model for effective planning and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Administrative attendance at weekly collaborative team meetings to monitor the consistent implementation of effective planning protocols</li> <li>-Incorporation of the full Collaborative Team Framework protocol</li> <li>-Analysis of lesson plans</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 25%	 30%	 50%
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 2) Collaborative teams will utilize the analyzed formative/summative student performance data to intentionally plan for targeted intervention/enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Evidence of targeted intervention/enrichment occurring consistently in the classroom to meet all student's needs (administrative walkthroughs)</li> <li>-Grade level intervention/enrichment lesson plans and group assignments</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 25%	 50%	 60%
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022.

**Performance Objective 2:** The percent of Andrews students that score Meets grade level or above on STAAR Reading 3-5 will increase from 83% in 2019 to 87% by June 2022. The African American student group performance will increase from 60% in 2019 to 67% in 2022. The SPED student group performance will increase from 67% in 2019 to 72% in 2022.

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 1) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework model for effective planning and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Administrative attendance at weekly collaborative team meetings to monitor the consistent implementation of effective planning protocols</li> <li>-Incorporation of the full Collaborative Team Framework protocol</li> <li>-Analysis of lesson plans</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 2) Collaborative teams will utilize the analyzed formative/summative student performance data to intentionally plan for targeted intervention/enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Evidence of targeted intervention/enrichment occurring consistently in the classroom to meet all student's needs (administrative walkthroughs)</li> <li>-Grade level intervention/enrichment lesson plans and group assignments</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 1:** HB3 - The percent of Andrews 3rd grade students that score meets grade level or above on STAAR Math will increase from 84% in 2019 to 86% by June 2022. The White student group performance will increase from 69% in 2019 to 70% in 2022. The English Learners student group performance will increase from 72% in 2019 to 76% in 2022.

**HB3 Goal**

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective




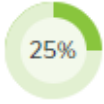






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 1) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework model for effective planning and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Administrative attendance at weekly collaborative team meetings to monitor the consistent implementation of effective planning protocols</li> <li>-Incorporation of the full Collaborative Team Framework protocol</li> <li>-Analysis of lesson plans</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 25%	 30%	 50%
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 2) Collaborative teams will utilize the analyzed formative/summative student performance data to intentionally plan for targeted intervention/enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Evidence of targeted intervention/enrichment occurring consistently in the classroom to meet all student's needs (administrative walkthroughs)</li> <li>-Grade level intervention/enrichment lesson plans and group assignments</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 25%	 50%	 60%
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 2:** The percent of Andrews students that score Meets grade level or above on STAAR Math 3-5 will increase from 83% in 2019 to 85% by June 2022. The African American student group performance will increase from 55% in 2019 to 62% in 2022. The Economically Disadvantaged student group performance will increase from 55% in 2019 to 62% in 2022.

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 1) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework model for effective planning and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Administrative attendance at weekly collaborative team meetings to monitor the consistent implementation of effective planning protocols</li> <li>-Incorporation of the full Collaborative Team Framework protocol</li> <li>-Analysis of lesson plans</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 25%	 30%	 50%
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 2) Collaborative teams will utilize the analyzed formative/summative student performance data to intentionally plan for targeted intervention/enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Evidence of targeted intervention/enrichment occurring consistently in the classroom to meet all student's needs (administrative walkthroughs)</li> <li>-Grade level intervention/enrichment lesson plans and group assignments</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 25%	 50%	 60%
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

**Performance Objective 1:** The percent of Andrews students that score Meets grade level or above on STAAR Science 5 will increase from 68% in 2019 to 71% by June 2022. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 43% in 2022. The White student group performance will increase from 55% in 2019 to 55% in 2022.

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 1) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework model for effective planning and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Administrative attendance at weekly collaborative team meetings to monitor the consistent implementation of effective planning protocols</li> <li>-Incorporation of the full Collaborative Team Framework protocol</li> <li>-Analysis of lesson plans</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 2) Collaborative teams will utilize the analyzed formative/summative student performance data to intentionally plan for targeted intervention/enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will engage in effective planning and data analysis on a consistent basis as evidenced by:</p> <ul style="list-style-type: none"> <li>-Evidence of targeted intervention/enrichment occurring consistently in the classroom to meet all student's needs (administrative walkthroughs)</li> <li>-Grade level intervention/enrichment lesson plans and group assignments</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

# School Based Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Joy Lovell	Principal
Administrator	Emily Huechteman	Assistant Principal
Classroom Teacher	Maiesha McKendall	5th Grade Teacher
Classroom Teacher	Mindy Schreiber	1st Grade Teacher/Team Leader
Classroom Teacher	Mignon Swenson	Art Teacher
Classroom Teacher	Mackenzie Lowry	Dyslexia Support Teacher
Classroom Teacher	Brenda Novella	4th Grade Teacher
Classroom Teacher	Suma Vazhavilla	2nd Grade Teacher
Campus-Based Professional Staff Member	Kamille Garcia	Counselor
District-level Professional	Megan Besozzi	Licensed Specialist in School Psychology
Support Staff	Nykol Cauhape	Instructional Specialist
Parent	Erin Bent	Parent
Parent	Heather Sullivan	Parent
Parent	Emily Liczbinski	Parent
Parent	Summer Zehra	Parent
Parent	Pedro Ortega	Parent
Parent	Belle Wallace	Parent
Community Representative	Lori Baker	Community Member
Community Representative	Kim Sunlin	Community Member
Business Representative	Wilson Howell	Business Representative
Business Representative	Walt Smith	Business Representative



# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,540.00
<b>+/- Difference</b>					\$1,540.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$708.00
<b>+/- Difference</b>					\$708.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$3,000.00
<b>Grand Total Budgeted</b>					\$5,248.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$5,248.00

# Addendums

## CAMPUS APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
--	--	--	--

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Andrews

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>	6		16		67			6	10		25	68	30	98
<b>2019</b>	83		75		87			100	100		72	84	87	85
<b>2020</b>	85		75		87			100	100		74	84	88	86
<b>2021</b>	87		76		88			100	100		76	85	90	87
<b>2022</b>	90		77		89			100	100		78	86	92	89
<b>2023</b>	94		78		90			100	100		82	87	95	91
<b>2024</b>	99		79		91			100	100		86	88	99	93

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	16	18	4	17	4	8	10	10	20	12	14	4	12	8

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Andrews

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>	6		16		67			6	10		25	68	30	98
<b>2019</b>	83		69		88			67	80		72	84	83	84
<b>2020</b>	85		69		88			68	82		73	84	84	85
<b>2021</b>	87		70		89			70	84		74	85	85	85
<b>2022</b>	90		70		89			72	87		76	85	87	86
<b>2023</b>	94		71		90			74	91		78	86	89	88
<b>2024</b>	99		72		91			77	96		81	87	92	89

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	16	16	3	3	3	5	6	10	16	9	9	3	9	5



## HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	60	72	77		87		75	67	69	60	72	84	81	83
2020	62	74	77		87		76	68	71	61	74	84	82	84
2021	64	77	78		88		78	70	74	63	76	85	84	85
2022	67	80	79		89		79	72	78	65	78	86	86	87
2023	71	85	80		90		82	74	83	68	82	87	89	89
2024	76	90	81		91		85	77	89	72	86	88	93	91

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	55	67	69		90		75	67	55	50	82	83	83	83
2020	57	69	69		90		76	68	57	51	83	83	84	84
2021	59	71	70		91		77	70	59	52	84	84	85	84
2022	62	74	70		91		78	72	62	54	86	84	87	85
2023	66	78	71		92		79	74	66	56	88	85	89	87
2024	71	83	72		93		81	77	71	59	91	86	92	88

## Andrews - STAAR Grade 4 Writing

**The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 67% in 2019 to 69% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
68% 2019 Baseline: 67%	69%	71%	73%	75%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	40	50	44	*	74	*	*	25	40	*	57	64	72	67
2020	41	52	44	*	74	*	*	26	42	*	58	64	73	68
2021	44	54	45	*	75	*	*	27	45	*	60	65	75	69
2022	47	58	45	*	75	*	*	29	49	*	63	65	77	71
2023	51	62	46	*	76	*	*	32	54	*	66	66	80	73
2024	56	68	48	*	78	*	*	35	60	*	71	68	83	75
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Andrews - STAAR Grade 5 Science

**The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 68% in 2019 to 70% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
69% 2019 Baseline: 68%	70%	71%	72%	73%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	22	38	55	*	79	*	*	71	36	*	69	74	58	68
2020	23	39	55	*	79	*	*	72	37	*	70	74	59	69
2021	26	42	55	*	79	*	*	73	40	*	71	74	60	70
2022	29	44	56	*	80	*	*	75	43	*	72	75	62	71
2023	33	48	56	*	80	*	*	78	47	*	74	75	64	72
2024	38	53	57	*	81	*	*	81	52	*	77	76	67	73
2019-2021	4	4	0	*	0	*	*	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5