

Plano Independent School District

Andrews Elementary

2022-2023



Board Approval Date: September 20, 2022

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.

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Comprehensive Needs Assessment

Revised/Approved: September 6, 2022

Demographics

Demographics Summary

Andrews Elementary is located in Plano, TX and serves students in Kindergarten-5th grades. There are approximately 450 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 (Prioritized): EB/ELL population 24% compared to the district 19%.

Problem Statement 2: At Risk is 31% compared to the district 28%.

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 percentage of Kindergarten Quintile 1 reading learners that met expected growth was 12% less than the district.

Problem Statement 2: The percentage of 1st grade reading learners that met expected growth was 8% less than the district.

Problem Statement 3: The percentage of 2nd grade Quintile 1 reading learners that met expected growth was 4% less than the district.

Problem Statement 4: The percentage of 3rd grade Quintile 2 reading learners that met expected growth was 17% less than the district.

Problem Statement 5: The percentage of 3rd grade Quintile 2 math learners that met expected growth was 7% less than the district.

Problem Statement 6: The percentage of 4th grade reading learners that met expected growth was 3% less than the district.

Problem Statement 7: The percentage of 5th grade Quintile 1 math learners that met expected growth was 21% less than the district.

Problem Statement 8: The percentage of 5th grade Quintile 2 reading learners that met expected growth was 64% less than the district.

Problem Statement 9: The percentage of 5th grade Quintile 1 science learners that met expected growth was 34% less than the district.

Problem Statement 10: The percentage of 5th grade students who made limited growth on Math STAAR was 27% compared to 20% at the district level.

Problem Statement 11 (Prioritized): The percentage of 4th grade students, who scored in the Approaches range in 3rd grade, and made limited growth on 4th grade Reading STAAR was 38% compared to 20% at the district level.

Problem Statement 12 (Prioritized): The percentage of 4th grade students, who scored in the Meets range in 3rd grade, and made limited growth on 4th grade Reading STAAR was 35% compared to 27% at the district level.

Problem Statement 13 (Prioritized): The percentage of 5th grade students, who scored in the Approaches range in 4th grade, and made limited growth on 5th grade Reading STAAR was 11% compared to 3% at the district level.

Problem Statement 14 (Prioritized): The percentage of 5th grade students, who scored in the Meets range in 4th grade, and made limited growth on 5th grade Reading STAAR was

18% compared to 11% at the district level.

Problem Statement 15 (Prioritized): The percentage of 5th grade students who made limited growth on 5th grade Reading STAAR was 11% compared to 9% at the district level.

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: Andrews no longer has consistent verbiage for common area expectations.

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 1: EB/ELL population 24% compared to the district 19%.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of 4th grade students, who scored in the Approaches range in 3rd grade, and made limited growth on 4th grade Reading STAAR was 38% compared to 20% at the district level.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of 4th grade students, who scored in the Meets range in 3rd grade, and made limited growth on 4th grade Reading STAAR was 35% compared to 27% at the district level.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percentage of 5th grade students, who scored in the Approaches range in 4th grade, and made limited growth on 5th grade Reading STAAR was 11% compared to 3% at the district level.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The percentage of 5th grade students, who scored in the Meets range in 4th grade, and made limited growth on 5th grade Reading STAAR was 18% compared to 11% at the district level.

Root Cause 5:

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The percentage of 5th grade students who made limited growth on 5th grade Reading STAAR was 11% compared to 9% at the district level.

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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


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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Andrews 3rd grade students that score meets grade level or above on STAAR Reading will increase from 87% in 2022 to 88% by June 2023. The White student group performance will increase from 79% in 2022 to 80% in 2023. The English Learners student group performance will increase from 67% in 2022 to 69% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment


Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework to effectively plan for quality tier one instruction. Strategy's Expected Result/Impact: Teams will engage in effective use of the PISD Collaborative Team Framework on a consistent basis as evidenced by: -Administrative attendance at collaborative team meetings to monitor the consistent implementation of effective planning protocols -Analysis of lesson plans -Agendas from extended planning opportunities using Authorized School Business and ESSER funds -Utilization of Edugence to record and analyze data from summative assessments -Data from administrative walkthroughs to monitor instructional practices -District and campus professional development opportunities on utilization of the PISD Collaborative Team Framework -HRS Level 2 survey data -Andrews Instructional Model Staff Responsible for Monitoring: Administration, Instructional Support, Leadership Team	Formative		
	Nov	Feb	June
	 50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: 2) Collaborative teams will meet consistently to review student performance data on various district assessments to effectively plan for tier one instruction and targeted intervention/enrichment. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Teams will engage in effective data analysis on a consistent basis as evidenced by: - Master schedule that includes a dedicated 30 minute block for intervention/enrichment for each grade level - Use of specialists, in addition to grade level teachers, to support reading enrichment in grades 3-5 - Use of specialists, in addition to grade level teachers, to support intervention in grades 1-5 - Agendas and notes from the seven pre-established "Data Checkpoint" meetings throughout the year - Agendas and notes from the eight established Student Support Team meetings throughout the year - Grade level intervention/enrichment lesson plans and documentation - Data from administrative walkthroughs to monitor the implementation of intervention/enrichment plans - Use of Compensatory Education funds to purchase additional intervention materials for Kinder-3rd grade reading and professional development for teachers on effective use of the new materials - Agendas from extended planning opportunities using Authorized School Business and ESSER funds Staff Responsible for Monitoring: Administration, Instructional Support, Leadership Team	Formative		
	Nov	Feb	June
			
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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 2022 to 2023.

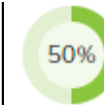
Performance Objective 2: The percent of Andrews students that score Meets grade level or above on STAAR Reading 3-5 will increase from 84% in 2022 to 85% by June 2023. The Hispanic student group performance will increase from 38% in 2022 to 40% in 2023. The SPED student group performance will increase from 50% in 2022 to 53% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details		Formative Reviews		
Strategy 1: 1) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework to effectively plan for quality tier one instruction. Strategy's Expected Result/Impact: Teams will engage in effective use of the PISD Collaborative Team Framework on a consistent basis as evidenced by: -Administrative attendance at collaborative team meetings to monitor the consistent implementation of effective planning protocols -Analysis of lesson plans -Agendas from extended planning opportunities using Authorized School Business and ESSER funds -Utilization of Edugence to record and analyze data from summative assessments -Data from administrative walkthroughs to monitor instructional practices -District and campus professional development opportunities on utilization of the PISD Collaborative Team Framework -HRS Level 2 survey data -Andrews Instructional Model Staff Responsible for Monitoring: Administration, Instructional Support, Leadership Team		Formative		
		Nov	Feb	June
				
Strategy 2 Details		Formative Reviews		
Strategy 2: 2) Collaborative teams will meet consistently to review student performance data on various district assessments to effectively plan for tier one instruction and targeted intervention/enrichment. Strategy's Expected Result/Impact: Teams will engage in effective data analysis on a consistent basis as evidenced by:		Formative		
		Nov	Feb	June

- Master schedule that includes a dedicated 30 minute block for intervention/enrichment for each grade level
- Use of specialists, in addition to grade level teachers, to support reading enrichment in grades 3-5
- Use of specialists, in addition to grade level teachers, to support intervention in grades 1-5
- Agendas and notes from the seven pre-established "Data Checkpoint" meetings throughout the year
- Agendas and notes from the eight established Student Support Team meetings throughout the year
- Grade level intervention/enrichment lesson plans and documentation
- Data from administrative walkthroughs to monitor the implementation of intervention/enrichment plans
- Use of Compensatory Education funds to purchase additional intervention materials for Kinder-3rd grade reading and professional development for teachers on effective use of the new materials
- Agendas from extended planning opportunities using Authorized School Business and ESSER funds

Staff Responsible for Monitoring: Administration, Instructional Support, Leadership Team



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 2022 to 2023.

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 2022 to 85% by June 2023. The White student group performance will increase from 71% in 2022 to 72% in 2023. The English Learners student group performance will increase from 78% in 2022 to 78% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework to effectively plan for quality tier one instruction. Strategy's Expected Result/Impact: Teams will engage in effective use of the PISD Collaborative Team Framework on a consistent basis as evidenced by: -Administrative attendance at collaborative team meetings to monitor the consistent implementation of effective planning protocols -Analysis of lesson plans -Agendas from extended planning opportunities using Authorized School Business and ESSER funds -Utilization of Edugence to record and analyze data from summative assessments -Data from administrative walkthroughs to monitor instructional practices -District and campus professional development opportunities on utilization of the PISD Collaborative Team Framework -HRS Level 2 survey data -Andrews Instructional Model Staff Responsible for Monitoring: Administration, Instructional Support, Leadership Team	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 2) Collaborative teams will meet consistently to review student performance data on various district assessments to effectively plan for tier one instruction and targeted intervention/enrichment. Strategy's Expected Result/Impact: Teams will engage in effective data analysis on a consistent basis as evidenced by:	Formative		
	Nov	Feb	June

- Master schedule that includes a dedicated 30 minute block for intervention/enrichment for each grade level
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- Use of specialists, in addition to grade level teachers, to support intervention in grades 1-5
- Agendas and notes from the seven pre-established "Data Checkpoint" meetings throughout the year
- Agendas and notes from the eight established Student Support Team meetings throughout the year
- Grade level intervention/enrichment lesson plans and documentation
- Data from administrative walkthroughs to monitor the implementation of intervention/enrichment plans
- Agendas from extended planning opportunities using Authorized School Business and ESSER funds

Staff Responsible for Monitoring: Administration, Instructional Support, Leadership Team



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 2022 to 2023.

Performance Objective 2: The percent of Andrews students that score Meets grade level or above on STAAR Math 3-5 will increase from 75% in 2022 to 76% by June 2023. The African American student group performance will increase from 41% in 2022 to 44% in 2023. The SPED student group performance will increase from 38% in 2022 to 41% in 2023.







Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
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	Nov	Feb	June
			
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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 2022 to 2023.

Performance Objective 1: The percent of Andrews students that score Meets grade level or above on STAAR Science 5 will increase from 66% in 2022 to 67% by June 2023. The English Learners student group performance will increase from 47% in 2022 to 49% in 2023. The White student group performance will increase from 50% in 2022 to 51% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework to effectively plan for quality tier one instruction. Strategy's Expected Result/Impact: Teams will engage in effective use of the PISD Collaborative Team Framework on a consistent basis as evidenced by: -Administrative attendance at collaborative team meetings to monitor the consistent implementation of effective planning protocols -Analysis of lesson plans -Agendas from extended planning opportunities using Authorized School Business and ESSER funds -Utilization of Edugence to record and analyze data from summative assessments -Data from administrative walkthroughs to monitor instructional practices -District and campus professional development opportunities on utilization of the PISD Collaborative Team Framework -HRS Level 2 survey data -Andrews Instructional Model Staff Responsible for Monitoring: Administration, Instructional Support, Leadership Team	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
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	Nov	Feb	June
			
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School Based Improvement Committee

Committee Role	Name	Position
Administrator	Joy Lovell	Principal
Administrator	Emily Huechteman	Assistant Principal
Classroom Teacher	Tiffany Morgan	3rd Grade Teacher
Classroom Teacher	Sarah Riordan	AMPed Team Leader
Classroom Teacher	Mandy Rains	5th Grade Teacher
Non-classroom Professional	Bismah Kashmiri	Speech-Language Pathologist
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	Scott Scarborough	District Curriculum Specialist
Support Staff	Nykol Cauhape	Instructional Specialist
Parent	Rujie Chai	Parent
Parent	Bharti Mishra	Parent
Parent	Emily Liczbinski	Parent
Parent	Vanessa Williams	Parent
Parent	Pedro Ortega	Parent
Parent	Belle Wallace	Parent
Community Representative	Lori Baker	Community Member
Community Representative	Phil Hickman	Community Member
Business Representative	Andrews Huechteman	Business Representative
Business Representative	Ashley Page	Business Representative

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,610.00
+/- Difference					\$1,610.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$612.00
+/- Difference					\$612.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,045.00
+/- Difference					\$1,045.00
Grand Total Budgeted					\$3,267.00
Grand Total Spent					\$0.00
+/- Difference					\$3,267.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	2	14	0	39	0	6	7	2	18	42	20	62
2022	67	50	79		95		67	57	50	67	86	90	87
2023	69	52	80		96		70	59	51	69	87	91	88
2024	71	54	80		96		73	61	51	71	87	93	88
2025	73	56	81		97		77	63	52	74	88	95	89
2026	77	60	83		99		83	67	54	78	90	98	91
2027	81	64	84		100		90	71	55	83	91	100	92

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												Grade 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	4	22	0	44	0	11	16	1	29	56	27	83
2022	71	0	82		93		55	81	100	69	84	81	83
2023	73	2	83		94		58	83	100	71	85	82	84
2024	75	4	83		94		61	85	100	73	85	84	84
2025	77	6	84		95		65	87	100	76	86	86	85
2026	81	10	86		97		71	91	100	80	88	89	87
2027	85	14	87		98		78	95	100	85	89	92	88

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	10	14	0	35	0	9	11	3	17	40	28	68
2022	100	50	50		97		33	64	100	71	82	79	81
2023	100	52	51		98		36	66	100	73	83	80	82
2024	100	54	51		98		39	68	100	75	83	82	82
2025	100	56	52		99		43	70	100	78	84	84	83
2026	100	60	54		100		49	74	100	82	86	87	85
2027	100	64	55		100		56	78	100	87	87	90	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	17	16	50	0	118	0	26	34	6	64	138	75	213
2022	82	38	72		95		50	71	83	69	84	83	84
2023	84	40	73		96		53	73	84	71	85	84	85
2024	86	42	73		96		56	75	84	73	85	86	85
2025	88	44	74		97		60	77	85	76	86	88	86
2026	92	48	76		99		66	81	87	80	88	91	88
2027	96	52	77		100		73	85	88	85	89	94	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	2	14	0	39	0	6	7	2	18	42	20	62
2022	0	50	71		97		33	71	50	78	88	75	84
2023	3	52	72		98		36	73	51	80	89	77	85
2024	6	55	74		100		39	76	53	82	91	79	87
2025	9	59	76		100		43	80	55	85	93	82	89
2026	15	63	78		100		48	84	57	89	95	86	91
2027	21	69	81		100		55	90	60	94	98	91	94

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	4	22	0	44	0	11	16	1	29	56	27	83
2022	29	0	73		89		36	50	100	59	75	70	73
2023	32	2	74		90		39	52	100	61	76	72	74
2024	35	5	76		92		42	55	100	63	78	74	76
2025	38	9	78		94		46	59	100	66	80	77	78
2026	44	13	80		96		51	63	100	70	82	81	80
2027	50	19	83		99		58	69	100	75	85	86	83

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	10	14	0	35	0	9	11	3	17	40	28	68
2022	71	30	36		89		44	45	67	71	72	61	68
2023	74	32	37		90		47	47	68	73	73	63	69
2024	77	35	39		92		50	50	70	75	75	65	71
2025	80	39	41		94		54	54	72	78	77	68	73
2026	86	43	43		96		59	58	74	82	79	72	75
2027	92	49	46		99		66	64	77	87	82	77	78

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	17	16	50	0	118	0	26	34	6	64	138	75	213
2022	41	25	62		92		38	53	67	67	78	68	75
2023	44	27	63		93		41	55	68	69	79	70	76
2024	47	30	65		95		44	58	70	71	81	72	78
2025	50	34	67		97		48	62	72	74	83	75	80
2026	56	38	69		99		53	66	74	78	85	79	82
2027	62	44	72		100		60	72	77	83	88	84	85

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	10	14	0	35	0	9	11	3	17	40	28	68
2022	57	30	50		86		33	45	100	47	68	64	66
2023	60	32	51		87		36	47	100	49	69	66	67
2024	63	35	53		89		39	50	100	51	71	68	69
2025	66	39	55		91		43	54	100	54	73	71	71
2026	72	44	57		93		48	59	100	58	75	75	73
2027	78	50	60		96		55	65	100	63	78	79	76

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
Principal, Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <ul style="list-style-type: none"> Apply classroom interventions 	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"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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. • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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. • Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> • 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 • 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 • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

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