

Anna Independent School District
District Improvement Plan
2018-2019



Mission Statement

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

Vision

TO MAXIMIZE INDIVIDUAL POTENTIAL AND ENSURE 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.

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Comprehensive Needs Assessment

Revised/Approved: October 18, 2018

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 three elementary schools, one middle school, one high school and a special programs center. Anna ISD currently has an enrollment of approximately 3,600 students. Anna ISD is expected to increase to 7,400 students within the next 10 years.

Student Demographic Information Data taken from On Data Suite January 2019:

Ethnic Distribution	
African American	11.2%
Asian	1.1%
Hispanic	31.5%
Two or More Races	5.0%
White	50.7%
Student Special Populations	
At Risk	39.71%
CTE	32.79%
Economically Disadvantaged	43.69%
GT	4.31%
LEP	12.21%
Special Education	12.40%

Addendum: Demography Summary

Demographics Strengths

AIISD 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

2018 Accountability Overall Summary			
	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		80	B
STAAR Performance	46	78	
College, Career and Military Readiness	45	74	
Graduation Rate	99.3	95	
School Progress		76	C
Academic Growth	68	76	C
Relative Performance (Eco Dis: 43.1%)	46	70	C
Closing the Gaps	36	72	C

See Attached 2018 State Accountability Report:

Student Academic Achievement Strengths

All AISD campuses "Met Standard"

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
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Staff Information

District

State

Experience of Campus Leadership:

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
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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

GT Night

ESL Family engagement

PreK Website

Red Carpet Event

Film Festival

ART sale

ART Show

Mum Sale

Theater Productions

District & Campus Improvement Teams

Homecoming Parade

AISD Facebook page, AP and websites

2017-18 conducted community survey for updating AISD core beliefs

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-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 Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- School safety data

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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.



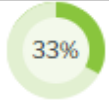

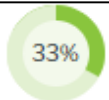
Performance Objective 1: To maintain a Met Standards designation for 2018-2019 school year for all campuses, while increasing growth in performance levels for all students, including special education, English Learners and economically disadvantaged students.


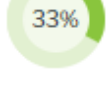
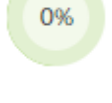
Evaluation Data Source(s) 1: 2018 State Accountability Reports
Texas Academic Performance Report
PBMAS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>PBMAS</p> <p>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>District Data 2 Intervention Campus Data 2 Intervention- AHS/AMS Campus English Language Learner Data 2 Intervention- JLH Campus STAAR Intervention - SER</p>	2.4, 2.6	Assistant Superintendent C & I Executive Director C & I Principals Instructional Coaches	Increased understanding of data analysis as it pertains to strengths and weaknesses in teaching and learning and change instruction for continued improvement.			
				Funding Sources: 255-Title II, Part A - 10000.00		
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Continue emphasis on utilizing data analysis of all NWEA MAP assessments.</p>	2.4, 2.6	Assistant Superintendent C & I Executive Director C & I Coordinator of Assessment Principals	Apply data analysis utilizing RIT bands to drive instruction of individual students.			
				Funding Sources: 199-General Fund - 200.00		

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Through existing C & I professional development sessions emphasize strategies of differentiated instruction to accommodate all learners.</p> <p>See attached PD list:</p>	2.4, 2.5, 2.6	Assistant Superintendent C & I Executive Director C & I Director of Special Education Principals Director of Federal Programs Coordinator for Professional Development Principals	Ensure implementation of effective differentiated teaching strategies that will improve student achievement.			
Funding Sources: 199-General Fund - 30000.00						
<p>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>	2.4, 2.5, 2.6	Assistant Superintendent C & I Executive Director C & I Coordinator of ESL/Bilingual Services Principals	Increased understanding of effective language acquisition strategies will improve student achievement			
Funding Sources: 199-General Fund - 0.00, 263-Title III, Part A ELA/Immigrant - 1000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Implement supplemental curriculum support programs using research-based interventions for all students.</p>	2.4, 2.5, 2.6	Assistant Superintendent C & I Executive Director C & I Director of Special Education Coordinator of ESL/Bilingual Services Coordinator of Digital learning Principals	Utilization of researched-based instructional resources used with fidelity will increase student achievement.			
Funding Sources: 199-General Fund - 70000.00, 255-Title II, Part A - 2500.00						

<p>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>	2.4, 2.5, 2.6	Assistant Superintendent C & I Executive Director C & I Services Principals Instructional Coaches	Using a viable scope and sequence and purposeful planning will increase student achievement.			
Funding Sources: 199-General Fund - 3000.00						
<p>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 pr year in reading, ELA and math K-12, special education, ESL and STAAR retesters to assess and monitor growth in student achievement.</p>	2.4, 2.5, 2.6	Assistant Superintendent C & I Executive Director C & I Director of Special Education Coordinator of ESL/Bilingual Services Coordinator of Assessment Principals Instructional Coaches	Use progress monitoring of student data to plan for individualized learning and intervention.			
Funding Sources: 199-General Fund - 16000.00, 211-Title 1, Part A - 23000.00, 263-Title III, Part A ELA/Immigrant - 250.00						
<p>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>	2.5	Executive Director C & I Coordinator of CTE	The number of students who attain CTE IRC will increase.			
Funding Sources: 199-PIC 22 State Career and Technical - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) All students will be provided intervention through research based programming to promote growth in performance levels in formative and summative assessments measures</p>	2.4, 2.5, 2.6	Assistant Superintendent C&I Executive Director C&I Special Education Director Coordinator for ESL/Bilingual Principals Teachers	Targeted intervention and progress monitoring will increase student growth in learning.			
Funding Sources: 199-General Fund - 15000.00, 263-Title III, Part A ELA/Immigrant - 4000.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>10) The district will utilize the Strategic Planning Process to determine staffing needs of AISD.</p>	2.5	Strategic Planning Committee	Through the utilization of the strategic planning committee AISD will prioritize staffing needs.			
Funding Sources: 199-General Fund - 500.00						

<p>Critical Success Factors CSF 1</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>	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Coordinator of AAA	The AAA will assist students in attaining graduation credits for an accelerated path to graduation and/or prevention of dropouts.			
Funding Sources: 199-General Fund - 20000.00						
<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 for 8th grade.</p>	2.4, 2.5	Assistant Superintendent C & I Executive Director C&I Principals Teachers	Increase learning and achievement for students.			
Funding Sources: 199-General Fund - 1500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>13) The district will utilized ESL/Bilingual to Instructional Coach/support specialist in teaching and learning strategies for EL students.</p>	2.4, 2.6	Coordinator of ESL/Bilingual ESL/Bilingual Coach	Increased student achievement.			
Funding Sources: 199-General Fund - 1500.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>14) The district will continue to implement "New Comer" program to assist students entering into a US public school for the first time.</p>	2.4, 2.6	Director of Federal Programs EL Support Specialist Principals EL teachers	Increase student achievement.			
Funding Sources: 263-Title III, Part A ELA/Immigrant - 0.00						
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>15) Ensure that gifted and talented students are identified and properly served through programming that enriches their learning at high levels</p>	2.4, 2.5	Assistant Superintendent C & I Executive Director of C & I District Coordinator for AA Principals Counselors Teachers	Increased performance of GT students in both grades and state assessments.			
Funding Sources: 199-General Fund - 0.00, 199-PIC 21 State Gifted and Talented (G/T) - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>16) JKB, JLH, and SER elementary schools will utilize "Title I funds" to incorporate STAAR tutorials in spring 2018.</p>	2.4, 2.5, 2.6	Federal Programs Director Campus Principals Campus Assistant Principals	Increase in student achievement on STAAR.			
Funding Sources: 211-Title 1, Part A - 15000.00						

<p>Critical Success Factors CSF 5 CSF 6</p> <p>17) Increase parent and family engagement to enhance well rounded educational opportunities.</p>	3.1, 3.2	Directors Campus Principals Campus Assistant Principals Teachers	Increased student achievement due to family involvement.			
	Funding Sources: 263-Title III, Part A ELA/Immigrant - 2100.00, 211-Title 1, Part A - 3500.00					
<p>Critical Success Factors CSF 1 CSF 6</p> <p>18) Title IV monies will be used to reimburse students taking AP exams scoring 3 or above, dual credit scholarships and elementary guidance curriculum resources.</p>	2.5, 2.6	Federal Programs Director Advanced Academics Coordinator Principals Counselors	Providing well-round educational opportunities.			
	Funding Sources: 289-Title IV, Part A-SSAEP - 11000.00					
<p>Critical Success Factors CSF 1 CSF 3</p> <p>19) District leaders and teaching staff will work collaboratively through Proclamation 2019 K-8 ELAR textbook adoption.</p>	2.5	Executive Director of C & I Assistant Superintendent of C & I Principals Instructional Coaches Teachers	Successful and collaborative adoption process to address curriculum needs.			
	Funding Sources: 199-General Fund - 6000.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>20) District C & I and campus administrators will attend professional development in leading and implementing Professional Learning Communities.</p>	2.4, 2.5	Assistant Superintendent of C & I Executive Director of C & I	Increased instructional/academic support for campuses.			
	Funding Sources: 199-General Fund - 5000.00					
<p>Critical Success Factors CSF 1</p> <p>21) District will use Title I funding to staff three teachers- 1 teacher for each of the 3 elementary Title I campuses.</p>	2.6	Director of Federal Programs CFO Principals	Increased student achievement.			
	Funding Sources: 211-Title 1, Part A - 180000.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: AISD will support focus of STEM education as an essential component in preparing students for the workforce of the future.

Evaluation Data Source(s) 2: Course Offerings

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) AISD will provide and implement Makerspace to all campuses.</p>	2.4, 2.5, 2.6	District Librarian CTE Director Principals Teachers	Increased student achievement through making, learning and exploring.			
Funding Sources: 199-General Fund - 5000.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) AISD will provide ESL students in grades 2-5 summer school opportunities with STEM focus.</p>	2.4, 2.5, 2.6	Director of Federal Programs	Increased student achievement through extended learning opportunities.			
Funding Sources: 263-Title III, Part A ELA/Immigrant - 12000.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) AISD will provide GT STEM camp for students identified as Gifted & Talented in grades 2-6.</p>	2.5	Coordinator for Advanced Academics	Increase student achievement through extended learning opportunities.			
Funding Sources: 199-General Fund - 1000.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) AISD will provide STEM camp for all students in grades 2-6.</p>						
Funding Sources: 199-General Fund - 1800.00						
= Accomplished = No Progress = Discontinue						

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) AISD will increase and maintain equipment replacement cycle for technology: computers, labs, projectors/bulbs, interactive/mimeo boards, servers, infrastructure.	2.5	Director Technology	New and updated equipment will support teaching and learning.			
Funding Sources: 199-General Fund - 160000.00						
<p>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.	2.5	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 - 329000.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> 3) AISD will annually review the need to add staff to district technology department.		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 - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> 4) The district will expand digital learning through out all campuses to support differentiated instruction and personalized learning.	2.4, 2.5, 2.6	Director of Technology Coordinator of Digital Learning Principals Instructional Coaches Teachers	Increase student achievement and learning opportunities.			
Funding Sources: 199-General Fund - 0.00						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) AISD will increase technology resources in CTE classes.</p>	<p>2.5</p>	<p>Executive Director C & I CTE Director</p>	<p>Increase student achievement.</p>			
<p>Funding Sources: 199-PIC 22 State Career and Technical - 0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) AISD will annually review and update district facilities plan.		Anna ISD Operations	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						
Critical Success Factors CSF 6		Anna ISD Operations	Annually tracking growth patterns will assist AISD in the planning process for expansion, building needs, and zoning/re-zoning processes.			
2) AISD will annually review demographers report and track growth patterns to update facilities plan.						
Funding Sources: 199-General Fund - 18000.00						
= Accomplished = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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					
5) 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					

Critical Success Factors CSF 6 6) AISD will continue to 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					
7) AISD elementary schools will continue to 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 - 0.00					
8) AISD staff will participate in annual professional development in required compliance safety training (bloodborn pathogens, child abuse, suicide prevention, sexual harassment, diabetis ...).		Coordinator of Professional Development Principals Directors	To increase student and staff welfare.			
	Funding Sources: 199-General Fund - 0.00					
Critical Success Factors CSF 6 9) AISD will implement Senate Bill 30, Community and Safety Act.	2.5	Principals Counselors Teachers	Increase understanding of proper interaction between students and law enforcement officers.			
= Accomplished = No Progress = Discontinue						

District Improvement Committee

Committee Role	Name	Position
Administrator	Jennifer Kelley	Executive Director of Secondary Education
Administrator	Paula McMillion	Director of Federal Programs
Administrator	Sue Akins	Assistant Superintendent of C & I
Administrator	Ted Mackey	CTE Director
Classroom Teacher	Kyle Motley	AHS Teacher
Administrator	Tressi Brown	AMS Principal
Classroom Teacher	Julie Sharp	JKB Teacher
Classroom Teacher	Allison Kennedy	JKB Teacher
Administrator	Shelley Anderson	AHS Principal
Classroom Teacher	Meagen Baker	JLH Teacher
District-level Professional	Lindsey Johnson	ESL Instructional Specialist
District-level Professional	Mindi Vandagriff	Director of PDDLAA
Classroom Teacher	Leslie Box	AMS Teacher
Classroom Teacher	Cindy Lewis	AHS Teacher
Administrator	Karen Reddell	JLH Principal
Classroom Teacher	Lacy Sanders	SER Teacher
Administrator	Todd Frazier	SER Principal
Community Representative	Kevin Hall	Anna Chamber of Commerce
Classroom Teacher	Heather Summers	SER Teacher
District-level Professional	Greta Adams	Director of Library Services
Administrator	Cinda Owen	JKB Principal
Administrator	Wendy Stanley	Director of Special Education
Classroom Teacher	Rebecca Aronow	AMS Teacher
Administrator	Chad Long	Director of Transportation
Parent	Kate Kennedy	Parent

District Funding Summary

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	NWEA MAP Training Materials		\$200.00
1	1	3	Professional Development Opportunities & materials		\$30,000.00
1	1	4	Training logs, certification logs		\$0.00
1	1	5	APEX, Education Galaxy, SPIRE, Moby Max, Origo Math Intervention		\$70,000.00
1	1	6	AISD Scope & Sequence, Unit exams, ESGI		\$3,000.00
1	1	7	NWEA MAP licenses		\$16,000.00
1	1	9	Supplemental programming		\$15,000.00
1	1	10			\$500.00
1	1	11	APEX		\$20,000.00
1	1	12	Funding for Contracted services & curriculum		\$1,500.00
1	1	13	Professional development for instructional specialist		\$1,500.00
1	1	15	Testing Kits and academic supplies to support GT		\$0.00
1	1	19	Researched based intervention Programs		\$6,000.00
1	1	20			\$5,000.00
1	2	1	Supplies		\$5,000.00
1	2	3			\$1,000.00
1	2	4	Staff & supplies		\$1,800.00
2	1	1	Strategic Plan, Manage Engine		\$160,000.00
2	1	2	Manage Engine - Inventory		\$329,000.00
2	1	3	Manage Engine system to track the number of work orders.		\$0.00
2	1	4	Chromebooks, Educational Programming, PD		\$0.00
3	1	1	Strategic Plan, District Facility Plan, Demographer Report		\$0.00
3	1	2	AISD Facilities Plan, Demographer Report		\$18,000.00

4	1	1	Strategic Plan		\$0.00
4	1	2	AISD Safety Plan		\$0.00
4	1	3	Safety Drill Log		\$0.00
4	1	4			\$0.00
4	1	5	Safety Plan		\$0.00
4	1	6	Zonar ZPASS		\$50,000.00
4	1	7	Color coded luggage tags		\$0.00
4	1	8	Schoology		\$0.00
Sub-Total					\$733,500.00
199-PIC 21 State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15			\$0.00
Sub-Total					\$0.00
199-PIC 22 State Career and Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	IRC curriculum materials		\$0.00
2	1	5	Supplies		\$0.00
Sub-Total					\$0.00
211-Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	NWEA MAP licenses		\$23,000.00
1	1	16		211	\$15,000.00
1	1	17	supplies		\$3,500.00
1	1	21	Title I Funding		\$180,000.00
Sub-Total					\$221,500.00
255-Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4ward Data Analysis, Grade level/Department meeting minutes		\$10,000.00

1	1	5	Reading Horizons/Elevate reading training		\$2,500.00
Sub-Total					\$12,500.00
289-Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18	Title IV		\$11,000.00
Sub-Total					\$11,000.00
263-Title III, Part A ELA/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,000.00
1	1	7	NWEA MAP licenses		\$250.00
1	1	9			\$4,000.00
1	1	14	Funding for programming		\$0.00
1	1	17	supplies		\$2,100.00
1	2	2	Staff & supplies		\$12,000.00
Sub-Total					\$19,350.00
Grand Total					\$997,850.00

Addendums

2018 STAAR Performance Data Table
ANNA ISD (043902)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests % at Approaches GL Standard or Above	77%	68%	75%	81%	68%	97%	0%	77%	71%	60%	69%	39%	76%	79%	76%
% at Meets GL Standard or Above	45%	30%	38%	52%	50%	85%	0%	46%	36%	18%	28%	19%	38%	47%	42%
% at Masters GL Standard	16%	7%	13%	20%	27%	39%	0%	18%	11%	4%	9%	3%	14%	17%	15%
Number of Tests # at Approaches GL Standard or Above	4,239	413	1,322	2,270	15	32	0	185	1,697	359	583	223	121	2,651	1,588
# at Meets GL Standard or Above	2,458	181	667	1,460	11	28	0	110	855	107	234	107	60	1,569	889
# at Masters GL Standard	897	45	223	568	6	13	0	42	268	23	75	16	22	584	313
Total Tests	5,474	603	1,763	2,810	22	33	2	239	2,390	597	841	570	160	3,372	2,102
ELA/Reading															
Percent of Tests % at Approaches GL Standard or Above	75%	64%	73%	78%	75%	100%	0%	79%	67%	57%	67%	31%	73%	76%	72%
% at Meets GL Standard or Above	44%	30%	36%	51%	38%	80%	0%	45%	35%	14%	25%	19%	37%	45%	42%
% at Masters GL Standard	16%	5%	12%	20%	25%	30%	0%	15%	11%	3%	9%	1%	17%	17%	14%
Number of Tests # at Approaches GL Standard or Above	1,524	145	476	814	6	10	0	72	600	124	209	66	44	961	563
# at Meets GL Standard or Above	898	69	238	539	3	8	0	41	314	30	78	41	22	570	328
# at Masters GL Standard	321	12	80	210	2	3	0	14	95	6	27	3	10	209	112
Total Tests	2,043	228	654	1,050	8	10	1	91	898	219	311	211	60	1,258	785
Mathematics															
Percent of Tests % at Approaches GL Standard or Above	83%	75%	82%	85%	80%	100%	0%	84%	79%	73%	78%	49%	84%	83%	82%
% at Meets GL Standard or Above	44%	28%	38%	50%	60%	75%	0%	50%	36%	28%	35%	17%	40%	45%	42%
% at Masters GL Standard	15%	8%	14%	18%	20%	25%	0%	22%	12%	6%	12%	3%	14%	16%	14%
Number of Tests # at Approaches GL Standard or Above	1,418	141	466	736	4	8	0	62	607	158	233	94	49	867	551
# at Meets GL Standard or Above	752	53	219	433	3	6	0	37	277	60	104	33	23	466	286
# at Masters GL Standard	264	15	78	152	1	2	0	16	90	14	36	5	8	167	97
Total Tests	1,716	189	571	867	5	8	1	74	771	217	298	191	58	1,042	674
Writing															
Percent of Tests % at Approaches GL Standard or Above	65%	60%	62%	69%	67%	100%	-	62%	56%	42%	59%	26%	50%	67%	64%
% at Meets GL Standard or Above	37%	26%	29%	43%	67%	100%	-	35%	29%	8%	22%	15%	19%	38%	35%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
% at Masters GL Standard	8%	2%	6%	9%	67%	33%	-	4%	4%	2%	4%	2%	0%	9%	6%	
Number of Tests	346	30	111	184	2	3	-	16	136	26	54	14	8	205	141	
# at Approaches GL Standard or Above																
# at Meets GL Standard or Above	194	13	53	114	2	3	-	9	70	5	20	8	3	116	78	
# at Masters GL Standard	41	1	11	25	2	1	-	1	9	1	4	1	0	28	13	
Total Tests	529	50	180	267	3	3	-	26	241	62	91	53	16	308	221	
Science																
Percent of Tests	82%	70%	75%	88%	67%	75%	-	81%	75%	57%	65%	44%	83%	82%	81%	
% at Approaches GL Standard or Above																
% at Meets GL Standard or Above	53%	34%	44%	62%	67%	75%	-	50%	42%	14%	25%	21%	39%	54%	50%	
% at Masters GL Standard	20%	8%	14%	26%	0%	50%	-	15%	14%	3%	6%	5%	11%	19%	22%	
Number of Tests	588	58	171	333	2	3	-	21	226	43	68	32	15	377	211	
# at Approaches GL Standard or Above																
# at Meets GL Standard or Above	382	28	100	236	2	3	-	13	127	11	26	15	7	251	131	
# at Masters GL Standard	144	7	31	100	0	2	-	4	41	2	6	4	2	87	57	
Total Tests	721	83	227	378	3	4	-	26	303	76	104	73	18	461	260	
Social Studies																
Percent of Tests	78%	74%	75%	82%	33%	100%	-	64%	72%	35%	51%	40%	63%	80%	75%	
% at Approaches GL Standard or Above																
% at Meets GL Standard or Above	50%	34%	44%	56%	33%	100%	-	45%	38%	4%	16%	24%	63%	55%	41%	
% at Masters GL Standard	27%	19%	18%	33%	33%	63%	-	32%	19%	0%	5%	7%	25%	31%	21%	
Number of Tests	363	39	98	203	1	8	-	14	128	8	19	17	5	241	122	
# at Approaches GL Standard or Above																
# at Meets GL Standard or Above	232	18	57	138	1	8	-	10	67	1	6	10	5	166	66	
# at Masters GL Standard	127	10	23	81	1	5	-	7	33	0	2	3	2	93	34	
Total Tests	465	53	131	248	3	8	-	22	177	23	37	42	8	303	162	

**2018 College, Career, and Military Readiness Data Table
ANNA ISD (043902)**

	Annual Graduates	
	Count/Credit	Percent
Total		
Total graduates	154	100%
Total credit for CCMR criteria	69.0	45%
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	54	35%
ELA/Reading		
Met TSI criteria for at least one indicator	83	54%
Met TSI assessment criteria	21	14%
Met ACT criteria	13	8%
Met SAT criteria	68	44%
Earned credit for a college prep course	0	0%
Mathematics		
Met TSI criteria for at least one indicator	56	36%
Met TSI assessment criteria	20	13%
Met ACT criteria	12	8%
Met SAT criteria	37	24%
Earned credit for a college prep course	0	0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	19	12%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	1	1%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Associate's Degree		
Earned an associate's degree while in high school	0	0%
Graduate with Completed IEP and Workforce Readiness		

	Annual Graduates	
	Count/Credit	Percent
Received graduation type code of 04, 05, 54, or 55	0	0%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	0	0%
Met Non-CTE Criteria		
Met at least one criteria above	57	37%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit)	12.0	8%

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2018 Graduation Rate Data Table
ANNA ISD (043902)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL*	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2017											
% Graduated	92.5%	93.8%	95.0%	92.6%	0.0%	66.7%	-	100.0%	87.0%	75.0%	75.0%
# Graduated	147	15	38	87	0	2	-	5	47	3	6
Total in Class	159	16	40	94	1	3	-	5	54	4	8
5-Year Extended Graduation Rate (Gr 9-12): Class of 2016											
% Graduated	96.9%	92.0%	98.0%	97.3%	100.0%	100.0%	-	100.0%	95.6%	83.3%	81.3%
# Graduated	185	23	48	107	2	1	-	4	65	5	13
Total in Class	191	25	49	110	2	1	-	4	68	6	16
6-Year Extended Graduation Rate (Gr 9-12): Class of 2015											
% Graduated	99.3%	100.0%	100.0%	98.7%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL*	Special Ed
# Graduated	140	16	43	77	-	1	-	3	51	3	15
Total in Class	141	16	43	78	-	1	-	3	51	3	15
Annual Dropout Rate (Gr 9-12): SY 2016-17											
% Dropped Out	0.6%	0.9%	0.0%	0.8%	0.0%	0.0%	-	0.0%	0.9%	0.0%	3.9%
# Dropped Out	5	1	0	4	0	0	-	0	3	0	3
# of Students	893	112	248	476	7	13	-	37	340	25	77

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**2018 Academic Growth Data Table
ANNA ISD (043902)**

ELA/Reading and Mathematics

	Current-Year Performance on STAAR										Growth Points Earned	Total Possible Points
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Meet	-	143	175	-	9	236	-	-	49	9		
Approaches Grade Level	-	147	1	-	266	285	-	-	268	48		
Meets Grade Level	34	-	-	172	-	-	-	143	213	128		
Masters Grade Level	2	-	-	40	-	-	141	-	-	271		
Total Number of Tests	36	290	176	212	275	521	141	143	530	456		
Total Points	0.0	0.0	176.0	0.0	137.5	521.0	0.0	71.5	530.0	456.0	1,892.0	2,780

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Score												68

- Indicates count is not available for this group.

ELA/Reading

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	82	116	-	0	119	-	-	27	7		
Approaches Grade Level	-	78	0	-	110	120	-	-	115	28		
Meets Grade Level	26	-	-	79	-	-	-	77	114	62		
Masters Grade Level	2	-	-	21	-	-	72	-	-	150		
Total Number of Tests	28	160	116	100	110	239	72	77	256	247		
Total Points	0.0	0.0	116.0	0.0	55.0	239.0	0.0	38.5	256.0	247.0	951.5	1,405

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Score												68

- Indicates count is not available for this group.

Mathematics

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	61	59	-	9	117	-	-	22	2		
Approaches Grade Level	-	69	1	-	156	165	-	-	153	20		
Meets Grade Level	8	-	-	93	-	-	-	66	99	66		
Masters Grade Level	0	-	-	19	-	-	69	-	-	121		
Total Number of Tests	8	130	60	112	165	282	69	66	274	209		
Total Points	0.0	0.0	60.0	0.0	82.5	282.0	0.0	33.0	274.0	209.0	940.5	1,375

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Score												68

- Indicates count is not available for this group.

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2018 Relative Performance
ANNA ISD (043902)

			Value needed for:			
% Economically Disadvantaged	% Eco Dis Range	STAAR and CCMR	90	80	70	60
43.1	43.1 to 44	46	63	54	46	40

2018 Closing the Gaps Status Table
ANNA ISD (043902)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score	
Academic Achievement Status																				
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%						
Target Met	Y	N	N	N				N	Y	N	Y	Y	N	Y						
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%						
Target Met	N	N	N	N				N	Y	N	N	N	N	N						
Total Indicators															6	22	27%	50.0%	13.5	
Growth Status																				
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%						
Target Met	Y	N	Y	Y				N	Y	Y	Y	N	Y	N						
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%						
Target Met	N	N	Y	N				N	Y	N	Y	N	N	N						
Total Indicators															10	22	45%			
Graduation Rate Status																				
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a						
Target Met	Y		Y	Y					N											
Total Indicators															3	4	75%	10.0%	7.5	
English Language Proficiency Status																				
ELP Target										42%										
Target Met										Y										
Total Indicators															1	1	100%	10.0%	10.0	
Student Success Status																				
STAAR Component Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%						
Target Met	N	N	Y	N		Y		N	Y	N	N	Y	Y	N						
Total Indicators															5	12	42%			
School Quality Status																				
CCMR Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%						
Target Met	N		N	N					N				Y	N						
Total Indicators															1	6	17%	30.0%	5.1	
Total																				36

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement (Percent at Meets Grade Level or Above)														
ELA/Reading	44%	30%	36%	51%	38%	80%	0%	45%	35%	25%	19%	37%	45%	42%
% at Meets GL Standard or Above														
# at Meets GL Standard or Above	898	69	238	539	3	8	0	41	314	78	41	22	570	328
Total Tests (Adjusted)	2,043	228	654	1,050	8	10	1	91	898	311	211	60	1,258	785
Mathematics	44%	28%	38%	50%	60%	75%	0%	50%	36%	35%	17%	40%	45%	42%
% at Meets GL Standard or Above														
# at Meets GL Standard or Above	752	53	219	433	3	6	0	37	277	104	33	23	466	286
Total Tests (Adjusted)	1,716	189	571	867	5	8	1	74	771	298	191	58	1,042	674
Growth (Academic Growth)														
ELA/Reading	68	61	69	69	75	75		63	67	67	61	60	69	66
Academic Growth Score														
Growth Points	951.5	86.0	318.0	498.5	3.0	6.0		40.0	408.0	156.5	76.5	30.5	614.5	337.0
Total Tests	1,405	141	464	725	4	8		63	611	232	125	51	892	513
Mathematics	68	64	69	68	70	88		72	68	67	63	60	68	69
Academic Growth Score														
Growth Points	940.5	96.0	316.5	478.0	3.5	7.0		39.5	417.0	162.0	88.0	30.0	581.0	359.5
Total Tests	1,375	150	458	699	5	8		55	612	243	140	50	856	519
Graduation (Federal Graduation Rate)														
% Graduated	91.9%	88.2%	95.0%	92.6%	0.0%	66.7%		100.0%	85.5%	75.0%	75.0%			
# Graduated	147	15	38	87	0	2		5	47	3	6			
Total in Class	160	17	40	94	1	3		5	55	4	8			
English Language Proficiency														
TELPAS Progress Rate										45%				
TELPAS Progress										142				
TELPAS Total										318				
Student Success (Student Achievement Domain Score: STAAR Component Only)														
STAAR Component Score	46	35	42	51	48	74	0	47	39	35	20	43	48	44
% at Approaches GL Standard or Above	77%	68%	75%	81%	68%	97%	0%	77%	71%	69%	39%	76%	79%	76%
% at Meets GL Standard or Above	45%	30%	38%	52%	50%	85%	0%	46%	36%	28%	19%	38%	47%	42%
% at Masters GL Standard	16%	7%	13%	20%	27%	39%	0%	18%	11%	9%	3%	14%	17%	15%
Total Tests	5,474	603	1,763	2,810	22	33	2	239	2,390	841	570	160	3,372	2,102
School Quality (College, Career, and Military Readiness Performance)														
% Students meeting CCMR	42%	39%	31%	47%	17%	33%		60%	32%	0%	9%	25%	50%	24%
# Students meeting CCMR	71	8	13	46	1	1		3	18	0	1	1	58	13
Total Students	169	19	42	97	3	3		5	54	4	11	4	115	54
Participation														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	100%	100%	100%
% Participation														
# Participants	2,198	265	699	1,113	8	12	1	99	979	326	230	62	1,303	895
Total Tests	2,205	265	700	1,118	8	12	1	100	982	326	232	62	1,307	898
Mathematics	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% Participation														
# Participants	1,855	226	608	925	5	9	1	80	842	312	210	60	1,082	773
Total Tests	1,859	227	609	927	5	9	1	80	843	313	211	60	1,085	774

* Ever HS ELs are included in the Federal Graduation Rate

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Director of Counseling	AISD Website
2. Coordinated Health Program <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	SHAC Committee PEIMS Coordinator	TXEIS Health & Wellness
3. DAEP Requirements <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	DAEP Coordinator	Anna Academic Acceleration Center FOCA

4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent of C& I	District Improvement Plan Strategic Plan
5. Dropout Prevention	TEC 11.252	Director of Counseling Coordinator of DAEP	Anna Academic Acceleration Center
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Education	Dyslexia Handbook
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Coordinator for ESL/Bilingual Services	TBD
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Director of Counseling	Campus Student Handbooks
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director C & I Director of Counseling Coordinator of CTE	AISD Counselor AISD Website

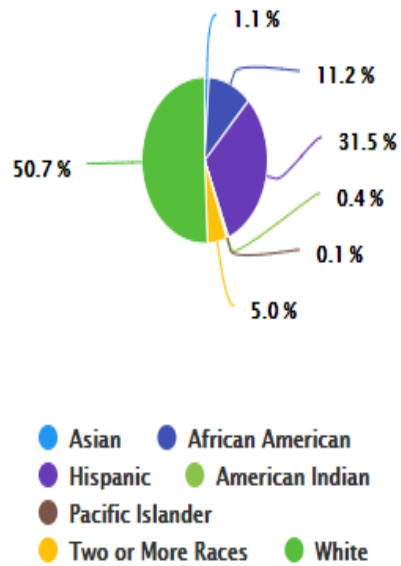
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Assistant Superintendent of HR	AISD Website Employment
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Director of Counseling	Campus Student Handbooks
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Director of Counseling	Schoology
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B)	Director of Counseling	Campus Student Handbooks

<ul style="list-style-type: none"> notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	<p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>		
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>Director of Special Education</p>	<p>TBSI</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Assistant Superintendent C&I</p> <p>Executive Director C&I</p> <p>Director of Technology</p> <p>Coordinator of Digital Learning</p>	<p>Department of C & I</p>

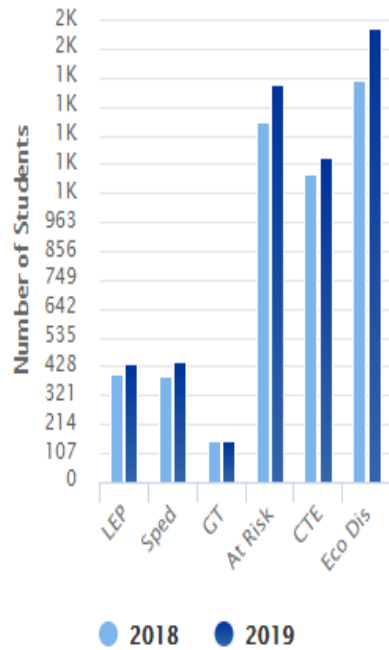
Data extracted from On Data Suite October 22, 2018:

ANNA ISD

Ethnic Distribution 2019



Student Special Populations for 2019



Economic Disadvantage 2019

