

**Anna Independent School District**  
**Anna High School**  
**2022-2023 Campus Improvement Plan**



# 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

Every Decision and Action is Made for the Benefit of Our Students.

In Demanding High Expectations with Quality Instruction that Recognizes the Learning Styles of All Students.

All Children Must Feel Safe and Loved to Learn Effectively

In Maintaining a Family Atmosphere for Our Students, Staff and Community.

Collaboration Encourages Professional Growth and Student Success.

In Creating Opportunities for All Students to Achieve Success by Nurturing Their Individual Potential and Talents.

Character and Integrity Matter.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Community Anna, Texas is located on HWY 75 between Sherman and McKinney. The population of 11,690 is served by the Anna Independent School District. Currently, the district consists of one high school, one middle school, and three elementary schools, serving Pre K-Kinder, 1- 5, 6-8, 9-12 grade level configuration. The School Anna High

School is accredited by the Texas Education Agency. Anna High School is a comprehensive four-year high school enrolling approximately 1200 students in grades nine through twelve. The current facilities opened in the fall of 2011 with the capacity of 1,800.

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 10/04/2021)

	Count	Percent
Gender		
Female	<a href="#">599</a>	49.38%
Male	<a href="#">614</a>	50.62%
Ethnicity		
Hispanic-Latino	<a href="#">402</a>	33.14%
Race		
American Indian - Alaskan Native	<a href="#">2</a>	0.16%
Asian	<a href="#">22</a>	1.81%
Black - African American	<a href="#">206</a>	16.98%
Native Hawaiian - Pacific Islander	<a href="#">5</a>	0.41%
White	<a href="#">516</a>	42.54%
Two-or-More	<a href="#">60</a>	4.95%

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 10/04/2021)	Count	Percent
Limited English Proficient (LEP)	<a href="#">107</a>	8.82%
Bilingual	0	0.00%
English as a Second Language (ESL)	<a href="#">94</a>	7.75%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	<a href="#">12</a>	0.99%

**Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 10/04/2021) Count Percent**

Gifted and Talented	<u>64</u>	5.28%
Special Education (SPED)	<u>122</u>	10.06%
Title I Participation	0	0.00%
Dyslexia	<u>72</u>	5.94%
Economic Disadvantage		
Economic Disadvantage Total	<u>597</u>	49.22%
Free Meals	<u>471</u>	38.83%
Reduced-Price Meals	<u>126</u>	10.39%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	<u>6</u>	0.49%
Shelter	0	0.00%
Doubled Up	<u>6</u>	0.49%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

**Other Student Information (2021 - 2022 Preliminary Fall PEIMS file loaded 10/04/2021) Count Percent**

At-Risk	<u>592</u>	48.80%
Title I Homeless	0	0.00%
Immigrant	<u>12</u>	0.99%
Migrant	0	0.00%
Military Connected	<u>76</u>	6.27%
Foster Care	<u>1</u>	0.08%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	<u>183</u>	15.09%
Intervention Indicator	<u>203</u>	16.74%
IEP Continuer	0	0.00%
Transfer In Students	<u>26</u>	2.1434%

**Special Services (2021 - 2022 Preliminary Fall PEIMS file loaded 10/04/2021) Count Percent**

Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	<u>1</u>	0.82%
Other health impairment	<u>34</u>	27.87%
Auditory impairment	<u>3</u>	2.46%
Visual impairment	<u>1</u>	0.82%
Deaf-Blind	0	0.00%

**Special Services (2021 - 2022 Preliminary Fall PEIMS file loaded 10/04/2021) Count Percent**

Intellectual disability	<u>16</u>	13.11%
Emotional disturbance	<u>13</u>	10.66%
Learning disability	<u>35</u>	28.69%
Speech impairment	<u>3</u>	2.46%
Autism	<u>16</u>	13.11%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	<u>3</u>	2.46%
Homebound	<u>4</u>	3.28%
Hospital Class	0	0.00%
Mainstream	<u>26</u>	21.31%
Resource Room	<u>79</u>	64.75%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>10</u>	8.20%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

**Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 10/04/2021) Count Percent**

Administrative Support	<u>16</u>	14.16%
Teacher	<u>88</u>	77.88%
Educational Aide	<u>9</u>	7.96%
Auxiliary	0	0.00%

**School Population (2021 - 2022 Preliminary Fall PEIMS file loaded 10/04/2021) Count Percent**

Student Total	<u>1,213</u>	100%
9th Grade	<u>349</u>	28.77%
10th Grade	<u>303</u>	24.98%
11th Grade	<u>294</u>	24.24%
12th Grade	<u>267</u>	22.01%

**CTE Enrollment for USER CAMPUSES ANNA H S**

**Years 12–13 13–14 14–15 15–16 16–17 17–18 18–19 19–20**

Totals [430](#) [503](#) [601](#) [700](#) [730](#) [903](#) [891](#) [970](#)

### **Demographics Strengths**

Anna High School CTE enrollment numbers continue to increase yearly. The community of Anna is also continuing to grow rapidly increasing overall school enrollment numbers.

Enrollment numbers are increasing based on 3 years of data from TAPR reports beginning in 2017/18 and ending with the 2019/20 school year. Enrollment continues throughout the school year at AHS with a majority of new enrollees in the 1st semester.

Enrollment data from TAPR reports:

2017/18 - 924

2018/19 - 943

2019/20 - 1,005

Current Enrollment at AHS - 1,214

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** End of year enrollment at AHS was \_\_\_\_\_. Current enrollment is 1,214. While a growing community and increased student numbers are positives, this presents a stress of large class sizes and staffing needs. **Root Cause:** Rapid community growth

# Student Learning

## Student Learning Summary

Anna High School continued to make progress in academic achievement that is demonstrated on local, state, and national assessments. TEA provides an annual accountability report that shows Anna High School continues to meet accountability standards and was provided an Accountability Rating of B in the new accountability rating system for the 2018-2019 school year. The 2019-2020 school year was an unusual one as there was a global CoronaVirus pandemic that caused the state of Texas and much of the world to close school down for the last quarter of the year. This shut-down resulted in the failure to take end of year assessments used to determine student achievement, student growth and accountability ratings. However, trends are visible in the assessments over the previous three years as noted in the charts below:

Grade level	Subject tested	% at Meets Grade Level				Trend
		2017	2018	2019	2021	
9	ALGEBRA 1 (EOC)	22	31	66	60	Fluctuating
9	ENGLISH 1 (EOC)	49	41	48	59	Consistent Increase
9-10	BIOLOGY (EOC)	67	67	63	67	Little to no change
10	ENGLISH 2 (EOC)	52	40	44	58	Consistent Increase
11	U.S. HISTORY (EOC)	69	70	69	75	Consistent Increase

Grade level	Other Measures of Assessment	2017	2018	2019	2020	Trend	% Class 2020 passed CTE IBCs	
							12	0044.8
	SAT - Avg. Reading	532	537	531	511	Fluctuating		
	SAT - Avg Math	514	523	513	491	Fluctuating		
	SAT - Mean Score	1046	1060	1044	1003	Fluctuating		
10-12	SAT Participants			44%	52%			
	ACT - Reading			19.25	22.34			
	ACT - Math	20	20	19.61	20.39	Little to no change		
	ACT - Science	20.9	21.6	20.3	21.39	Little to no change		
	ACT - English	20.5	20.7	20.48	23	Little to no change		
	ACT - Composite	20.6	20.8	20.5	21.39	Little to no change		
10-12	ACT Participants			14%	11%			
	SAT/ACT Participants	66.2	49.8	58%	63%	Fluctuating		

All EOC areas are consistently meeting the Anna ISD 2025 goal of 60% except English 1 and English 2.

Student participation rate in SAT/ACT has experienced little change.

## Student Learning Strengths

When reviewing Anna High School EOC data from 2017-2021 school years, Algebra 1, English 1, and English 2 have exhibited great



growth.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Anna High School students' performance on the Algebra 1 End of Course Exam dipped from 66% to 60%, but has remained at or above the district's goal of 60% by 2025. **Root Cause:** Anna High School students experienced gaps in learning due to COVID repercussions and schooling virtually.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Anna High School promotes continuous improvement and has high expectations for all staff and students. Teachers work in collaborative teams using data and best practices to design engaging work for students. AHS Campus Administration determines the selection process for all interviews. Interview questions are prepared in advance for each interview, along with each question having a committee member name assigned to it. Selection criteria may consist of conversations and rankings. Committee members are composed of Campus Admin, Coordinators, and Dept. Chairs. Demonstration of lessons has not been implemented. Campus Admin makes an effort to place staff where needed depending on subject teacher availability. This is based on content skill, data, and ability to meet the needs of the students. Roles and responsibilities of all parties is over-viewed at beginning of year PD and reviewed in monthly faculty meetings as needed. Individual teachers meet with T-TESS Appraiser to set yearly goals and electronically sign plan. Campus Admin attend and participate in PLCs. Campus Improvement Team/Leadership Team meet quarterly to evaluate progress in campus goal attainment. AHS has a new CCMR counselor who will plan, evaluate, and promote post-secondary college and career readiness providing numerous opportunities for students. The scope and sequence, curriculum documents and assessments are aligned to the standards for all tested subjects. Core areas have implemented common formative and summative assessments. All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. Teachers analyze data to identify strengths and weaknesses for individual students as well as groups of students. PLC time is used to develop Common Formative and Summative Assessments and review student progress.

### **School Processes & Programs Strengths**

Anna High School is focused on promoting college, career and military readiness for all students. AHS supports powerful teaching and learning by aligning curriculum and assessments to the TEKS in all Core areas. Campus leaders and teachers meet weekly to review, adjust and assess teaching strategies to improve student outcomes.

# Perceptions

## Perceptions Summary

Anna High School Promotes the AISD Mission: To invest in academic excellence, instill values and inspire students.

Anna High School promotes the AISD Core Values: 1. Every decision and action is made for the benefit of our students. 2. In demanding high expectations with quality instruction that recognizes the learning styles of all students. 3. All children must feel safe and loved to learn effectively. 4. In maintaining a family atmosphere for our students, staff and community. 5. Collaboration encourages professional growth and student success. 6. In creating opportunities for all students to achieve success by nurturing their individual potential and talents. 7. Character and integrity matter.

Based on 2021 staff climate survey, staff members state that 90% agree that they are respected for their differences (gender, race, culture, etc.)

Based on the 2021 staff climate survey, 82% of staff members feel staff performance is assessed objectively.

Based on the 2021 staff climate survey, 90% of staff members feel that their department collaborates effectively.

Based on the 2021 staff climate survey, 81% of staff members agree that their administrators encourage a positive relationship among faculty members.

Based on the 2021 staff climate survey, 81% of staff members feel comfortable bringing concerns to campus administration.

## Perceptions Strengths

Overall Anna High School staff survey indicates a positive school culture with several areas of significant percentage increase.





# Priority Problem Statements

# Goals

**Goal 1: Safety:** Anna ISD will provide a positive and safe environment for ALL students and staff.





**Performance Objective 1:** 100% of students at Anna High School will participate in a social and emotional learning program that will aid in the development of self esteem, responsible behavior, respect for others and an environment conducive to learning.

**Evaluation Data Sources:** AHS Master Schedule  
APEX Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will engage in Suite 360 curriculum once per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected decrease in office referrals by 5% for the year from 549 referrals to 522 or fewer.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1: Safety:** Anna ISD will provide a positive and safe environment for ALL students and staff.





**Performance Objective 2:** Staff and Students will participate in the required number of trainings and safety drills each semester to include: Fire, tornado, and lock-down drills.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Each month, staff and students will review drill procedures as they pertain to the drill being conducted.	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>			

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 1:** During the 22-23 school year, 80% or more 5th year LEP students will be at the Advanced or Advanced High in the TELPAS Speaking Proficiency Assessment.

**Evaluation Data Sources:** TELPAS results





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Core teachers with the support of the campus ESL Coordinator will incorporate ELP in daily instruction to develop confidence in speaking, listening, reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% or more of the 5th year LEP students will be at the Advanced or Advanced High in the TELPAS Speaking Proficiency Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers, ESL Coordinator</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> EL Teacher/Coordinator - 199-PIC 24 SCE Accelerated Education - \$50,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 2:** By the end of the 2022-2023 school year, 60% of students will reach the "Meets" level for the English I EOC (up from 52.62%) and 10% of students will reach the "Masters" level for the English II EOC (up from 6.54%).

**High Priority**

**Evaluation Data Sources:** English 1 and 2 EOC results for Spring 2022 and Spring 2023





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Anna High School will use MAP and Common Assessment data to identify areas of growth and close knowledge and skill gaps through targeted classroom instruction and small group intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students reaching Meets and Masters on the English 1 and 2 EOC tests; Distinction designations in 3 areas (Accelerated Student Progress, English I and English II Performance).</p> <p><b>Staff Responsible for Monitoring:</b> Principals, ELAR Teachers, ELAR IC, Resource Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 3:** By the end of 2022-2023, AHS will increase the number of students graduating with a TEA post-secondary Industry-Based Certification (IBC) from 44% to 47%.





**Evaluation Data Sources:** IBC Certifications Earned

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Align Programs of Study to specific IBCs.  <b>Strategy's Expected Result/Impact:</b> Increase % IBCs earned by 3%  <b>Staff Responsible for Monitoring:</b> CTE Director, CCMR Counselor, CTE teachers, Administrators</p> <p><b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Funding Sources:</b> - 199-PIC 22 State Career and Technical - \$20,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> CTE teachers will be trained, and students will receive preparation including multiple planned opportunities for IBCs.  <b>Strategy's Expected Result/Impact:</b> Increase % IBCs earned  <b>Staff Responsible for Monitoring:</b> CTE Director, CCMR Counselor, CTE teachers, Administrators</p> <p><b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 4:** 60% or higher of all gifted students will perform at the Master's Level on all 22-23 end of course assessments.

**Evaluation Data Sources:** EOC Data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All gifted students will receive enrichment learning opportunities through advanced courses and IXL.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Master Level on EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers, GT Campus Coordinator</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 5:** By the end of 2022-2023, the AHS White student group will increase Algebra 1 EOC Meets Level from 55% to 60%.

**High Priority**





**Evaluation Data Sources:** 2023 EOC scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Through the RTI process, students will be identified to receive targeted intervention through scheduled tutoring and Intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Algebra EOC scores for specified group</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Math IC, CMC Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Using a variety of assessment date (IXL, CSA, MAP, etc.), student progress will be monitored and instruction adjusted based upon student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Algebra EOC scores for specified group</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, ICs, CMC Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 6:** AHS will increase student participation by 5% on college readiness exams: SAT/ACT

**Evaluation Data Sources:** Total number of students experiencing college readiness tests





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> AHS will participate in the SAT school day in October for all Seniors and in March 2023 for all Juniors.  <b>Strategy's Expected Result/Impact:</b> Increased student participation and performance on college readiness exams.  <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers</p> <p><b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> College readiness opportunities will continue to be provided to Anna High School Students students: PSAT 10 for all Sophomores, TSI for all Juniors, SAT School Day for Seniors, ACT School Day, and AP Reimbursement program for all students in AP courses who test and score a 3 or higher.  <b>Strategy's Expected Result/Impact:</b> Increase in number of students who meet college readiness standards and/or attend higher education institutions after graduation  <b>Staff Responsible for Monitoring:</b> Academic Counselors                      Administrators                      Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> AHS will provide students with an opportunity to take a College Prep Summer Course .  <b>Strategy's Expected Result/Impact:</b> Increase the number of students who are TSI ready.  <b>Staff Responsible for Monitoring:</b> Academic Counselors                      Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 7:** Anna High School will increase student graduation rate for all students 92.4% to 94% for the class of 2023.

**High Priority**

**Evaluation Data Sources:** Graduation Rate





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> AHS Senior Counselor will schedule individual/small group senior/parent meetings to discuss post-secondary plans and monitor senior failure rate.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % Graduates</p> <p><b>Staff Responsible for Monitoring:</b> Academic Counselors Administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students who do not meet the requirement for course credit will be given opportunities for Credit Recovery with a Credit Recovery teacher during the school year, and/or the summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in course failure rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Credit Recovery Teacher Counselors</p> <p><b>Funding Sources:</b> Credit Recovery Teacher - 199-PIC 24 SCE Accelerated Education - \$50,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 8:** By the end of 2022-2023, all sub groups will meet their targeted growth goal in Mathematics.

**High Priority**





**Evaluation Data Sources:** EOC Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Anna High School will use MAP and Common Assessment data to identify areas of growth and close knowledge and skill gaps through targeted classroom instruction and small group intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting their growth goal on the Algebra 1 EOC test.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Math Teachers, Math IC, Resource Teachers</p> <p><b>Funding Sources:</b> CMC Aide - 199-PIC 24 SCE Accelerated Education - \$25,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3: Culture:** Anna ISD will preserve traditions while enhancing the overall culture of the district.

**Performance Objective 1:** Anna High School Campus Leadership will develop a mission and vision unique to AHS that supports that of the district.





**Evaluation Data Sources:** Input from Staff

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Anna High School Campus Leadership will gather input from staff to create a mission and vision unique to AHS that supports that of the district.</p> <p><b>Strategy's Expected Result/Impact:</b> New, unique Mission/Vision that support the district's</p> <p><b>Staff Responsible for Monitoring:</b> Administration Leadership Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3: Culture:** Anna ISD will preserve traditions while enhancing the overall culture of the district.

**Performance Objective 2:** Anna High School will conduct a Student Campus Climate Survey in the fall of 2022 and spring of 2023.

**Evaluation Data Sources:** Survey Results





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> AHS administrators create a survey in a Google Form and distribute to the student body for input about campus culture and climate.</p> <p><b>Strategy's Expected Result/Impact:</b> Gauge Campus Climate Identify areas to address campus culture Student Feedback Group to review, discuss and make suggestions to administration</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> New Student On-boarding Course to welcome and orient students new to Anna High School where current staff and students provide tours, answer questions, and help new students work through a Schoology On-boarding Course.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a more welcoming environment New students feel more equipped and better prepared for success at AHS New students have a clearer understanding of Schoology</p> <p><b>Staff Responsible for Monitoring:</b> On-boarding Staff and Students Counselors Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 4: Community:** Anna ISD will champion a supportive relationship with the community, dedicated to the achievement of our district goals and the utilization of effective communication.

**Performance Objective 1:** During the 22-23 school year, we will create opportunities for participation in educational and entertaining activities to encourage involvement of parents and community members .

**Evaluation Data Sources:** Calendars of Events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> AHS will begin a PTA for parents to get involved with school.  <b>Strategy's Expected Result/Impact:</b> Additional parental support and involvement.  <b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Anna High School will host pep rallies for all home football games, Homecoming Parade and Community Pep Rally, Band/Theatre/Choir Performances, Meet the Teacher, Art Exhibit, GT/CTE Symposium etc. providing multiple opportunities for parents and community members to be involved.  <b>Strategy's Expected Result/Impact:</b> Stronger relationship between the school and community/parents                      Foster school spirit                      Increased excitement and participation at pep rallies and parade  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Various Campus Coaches and Program Leaders   <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Improve communication by weekly newsletters.  <b>Strategy's Expected Result/Impact:</b> Maintaining and building open line of communication that allows families to discuss student progress and share insights that will support learning.  <b>Staff Responsible for Monitoring:</b> Campus Administration                      Teachers   <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

# Campus Funding Summary

199-PIC 22 State Career and Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$20,000.00
<b>Sub-Total</b>					\$20,000.00
199-PIC 24 SCE Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	EL Teacher/Coordinator		\$50,000.00
2	7	2	Credit Recovery Teacher		\$50,000.00
2	8	1	CMC Aide		\$25,000.00
<b>Sub-Total</b>					\$125,000.00