

Allen Independent School District



Anderson Early Childhood School

2026-2027 Campus Improvement Plan

Mission Statement

At Anderson Early Childhood School our purpose is to provide a strong foundation that sparks a life-long love of learning and promotes independence, kindness, and compassion in our youngest learners.

Vision

Eagles Begin Here.

Value Statement

We Believe:

It is our responsibility to provide high quality education that meets the needs of all our students.

In providing a positive and safe environment where students are supported academically and emotionally.

Open communication between staff and families is vital for success.

In creating opportunities to collaborate and promote community engagement.

Parents are active partners in their child's education.

In creating a fun, inclusive, joyful campus where all students and staff are valued, supported, loved and welcomed.

In developing and retaining highly qualified, passionate and professional educators who are committed to student success.

Learning is enhanced by educators who can effectively communicate and collaborate with parents and other staff members.

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Comprehensive Needs Assessment

Demographics

Summary

Anderson Early Childhood School serves 4-year-old Prekindergarten students and 3 and 4-year-old Special Education students. This educational focus on early childhood began in 2023, following a 25-year period where Anderson operated as an elementary school. Student enrollment data concluded the 2026 school year with serving 456 students.

The student population is made up of the following demographics:

Racial and Ethnic Composition:

- **Asian:** 31.9%
- **African American:** 18.7%
- **White:** 41.4%
- **Two or More Races:** 5.7%
- **Native Indian:** 0.4%
- **Hispanic/Latino (Ethnicity):** 21.0%

Student Group Representation:

- **Emergent Bilingual Students:** 39.8%
- **Special Education Students:** 30.7%
- **Economically Disadvantaged Students:** 31.9%

Class Size Averages:

- **General Education Classes:** 15-22 students
- **Special Education Classes:** 8-10 students

At Anderson Early Childhood School we strive for high staff quality that will bring nurturing academic and social emotional success for all of our students. Teachers and instructional assistants participate in ongoing professional development that promote best instructional and social emotional strategies for our youngest learners.

Various activities, such as Sunshine Committee events and team building activities are held on campus to promote team building and a positive atmosphere. Staff, Parents, Students, Community are all involved in the growth and development of Anderson. We all participate in making decisions in the best interest of our students and school.

Strengths

- Anderson Early Childhood population comes from all areas of the Allen Independent School District.
- We have classes in PreK, Bilingual PreK, and Early Childhood Special Education for 3 year and 4 year old.
- This year we have over 29 languages spoken.
- We impact the entire Allen ISD community of learning where all of our students will attend one of the 16 elementary campuses when leaving Anderson.
- Teachers and staff willingness to connect and understand the cultures and diversity of our student body.
- Teachers use a wide variety of strategies to meet the needs of students.
- Diverse staff population that supports the diversity in our student population.
- Consistently tracking attendance and collaboration with parent accountability, promotes timely submission of documentation, and supports improved student attendance
- Use of Seesaw for parents to notify teachers of student absences or teachers to follow up with families

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Focus on proving parent education on the importance of attendance for our youngest learners	Parent education of compulsory laws and extended travel affects attendance.
2	Build capacity and team building for classroom, support, and district staff to support behavioral needs of students.	An increasing number of students requiring behavioral and instructional support has created a need for stronger coordination/communication among multiple adults serving within classrooms.

★ = Priority

Student Learning

Summary

At Anderson Early Childhood School, teachers closely monitor the progress of all Pre-K students to ensure they are meeting the **Texas Pre-K guidelines**. This comprehensive monitoring involves several assessment tools, including **Circle**, which is the primary, TEA-approved Pre-K assessment used for 4-year-old students, **classroom assessments**, the **Pre-Kindergarten Inventory**, and **IEP goals** for special education students are all utilized to evaluate student readiness and progress. Anderson also emphasizes a continuously updated curriculum, with a dedicated team of teachers and an instructional coach working to keep curriculum documents aligned with the most current state expectations while also updating with current student needs.

Prekindergarten	BOY - % On Track	MOY - % On Track	EOY - % On Track
Rapid Letter Naming	56%	78%	84%
Rapid Vocabulary	35%	67%	61%
Rote Counting	21%	53%	72%
Shape Naming	52%	78%	87%
Number Discrimination	67%	83%	90%
Number Naming	56%	83%	90%
Shape Discrimination	58%	80%	90%
Counting Sets	43%	74%	83%
Operations	12%	43%	57%
Math Overall Measure	81%	86%	89%
SEL Overall Measure	86%	74%	79%
Early Writing	77%	69%	81%
Rhyming	9%	41%	49%

Prekindergarten Bilingual	BOY - % On Track	MOY - % On Track	EOY - % On Track
Rapid Letter Naming	32%	59%	60%
Vocabulario rápido	47%	41%	37%
Conteo de memoria	15%	56%	60%
Nombre de las figuras	21%	38%	66%
Reconocimiento de números	59%	84%	89%

Nombre de los números	41%	75%	71%
Reconocimiento de figuras	29%	53%	71%
Conteo de grupos	26%	66%	89%
Operaciones	9%	25%	46%
Math Overall Measure	65%	66%	74%
SEL Overall Measure	100%	97%	83%
Early Writing	88%	66%	66%
Rimas	59%	75%	77%

Strengths

- Cadre members made up of district, instructional and campus leaders develop the PreK curriculum to align with the PreK guidelines.
- A team continuously updates the curriculum to meet state expectations, and the school plans to track student progress throughout their time in the district.
- Instructional practices are designed to support the social emotional and academic growth of students that are developmentally appropriate for 3 and 4 year old.
- In 2025-2026 students improved from 21% beginning of the year to 72% end of the year with prekindergarten and 15% beginning of the year to 60% end of the year with prekindergarten bilingual students mastering rote counting.
- In 2025-2026 students improved from 43% beginning of the year to 83% end of the year with prekindergarten and 26% beginning of the year to 89% end of the year with prekindergarten bilingual students mastering counting sets.
- Year to year improvement in early writing improving from 79% (2023) to 81% (2026) of prekindergarten students.
- Instructional practices are focused on kindergarten readiness.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Rapid Vocabulary declined over past years.	Incorporate more social and academic vocabulary through natural center communication.
2	Early writing skills links with vocabulary to expand student language.	Operations is a higher order critical skill that has shown to be a difficult skills for students to master.

★ = Priority

School Processes & Programs

Summary

Anderson Early Childhood School prides itself on its highly qualified teachers, who are placed in positions that leverage their certifications and skills. These educators engage in Professional Learning Communities (PLCs), collaborating to study and refine effective teaching practices, align assessment tools, and social emotional development specifically tailored for early childhood students. This collaborative approach fosters an environment where teachers learn from each other, contributing to a robust learning experiences our Anderson Eaglets. Beyond PLCs, an Instructional Coach provides additional support through modeling, co-teaching, and planning assistance, continually building staff capacity.

Anderson Early Childhood School actively promotes student academic achievement through several key processes. A strong emphasis is placed on fostering a language-rich environment that supports social-emotional development. As a campus we continuously collaborate with teaching teams to analyze data and refine small group instructional practices, ensuring targeted support for students. Furthermore, the school utilizes experience-based learning, structuring activities that promote both potential growth and social-emotional skills for every student.

Strengths

- District program intentionally focused on instruction and best practices that meet the needs of all the youngest learners for Allen ISD.
- Professional development opportunities are offered after school, during IC meetings, and during professional learning time to create a focus on PreK guidelines and developmentally appropriate instruction.
- Team collaboration in PLCs to effectively utilize student data and discuss the strategies to meet the needs of all students.
- Early childhood classroom environments that are designed to be print and language rich for the development of the districts youngest learners.
- Master schedule has a plan to meet instructional minutes.
- Focused communication between teams, teachers, team leads, and administration to invest in student needs.
- Safety and emergency procedures trained, knowledge, and practiced regularly by all staff.
- Behavior supports and tools to support the needs of students.
- Processes and systems with elementary campuses to ensure smooth transitions for our students moving to kindergarten.
- Play-based learning is teaching all of the time so instructional minutes are maximized.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Define roles and responsibilities of teacher and paraprofessional staff	Training at the beginning of the year and should be more ongoing
2	Systematic supports to guide staff in support the needs of the campus.	Campus and teacher leaders support needs on a more systematic approach to refer to throughout campus.

 = Priority

Perceptions

Summary

Anderson Early Childhood School is dedicated to fostering a community that empowers each individual to reach their full potential. The school's core mission is to provide a strong foundation that sparks a lifelong love of learning, while also promoting independence, kindness, and compassion in its youngest learners.

The school is committed to creating a supportive environment focused on learner-centered instruction for both staff and students. This environment is built on strong character and developed through ongoing professional growth and close collaboration with staff, administrators, parents, and district personnel. This collective effort aims to support students through continuously increasing its efforts to communicate with families and community stakeholders through various channels. Recognizing the importance of parental involvement, the school actively identifies and offers student performances, engagement events, and conference meetings. This includes community members volunteering to participate in family engagement events. The campus marquee, website, and teacher communication are consistently updated with the latest happenings, and including weekly newsletters, ensure families stay informed.

Strengths

- Anderson Early Childhood School embraces a culture in which our youngest learners can be provided a strong social emotional environment that fosters a foundation for kindergarten readiness.
- We are committed to creating a supportive environment focused on learner centered instruction while promoting purposeful collaborative activities to engage in language development and social emotional learning.
- Students work together to create a positive learning environment and teachers' lessons are focused around meeting the needs of the whole child.
- Anderson Early Childhood focuses on the social-emotional learning through classroom modeling, experienced based learning, and theme designed units.
- Leadership collaboration amongst administrators, instructional coach, special services facilitator, and team leads to analyze and meet the needs of the campus.
- Special education support staff collaboration consistently to help classrooms meet the individual needs of each special education student.
- Overall staff feels a sense of belonging and safety for themselves and students
- Overall positive comments about support from admin and each other.
- Staff comradery with opening our early childhood campus for AISD.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Paraprofessionals have limited time outside of work hours for additional trainings and collaboration.	Paraprofessionals are hourly workers that have minimal time outside of work hours for trainings or they accrue comp time.
2 Problem solving format throughout the year.	Renovation resulted increase of needing to solve problems in the moment.

★ = Priority



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Anderson Early Childhood will increase the percentage of students demonstrating on track growth in both academics and social-emotional development, as measured from the beginning of year to the end of year assessment aligned with the Texas Prekindergarten Guidelines.

Evaluation Data Source: Teacher based assessments, progress monitoring, CIRCLE assessment, IEP data

Strategy 1

Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early childhood.

Strategy's Expected Result/Impact: Teachers, Instructional Coach, Special Services Facilitator, and Administrators

Funding Sources: Designated funds include some prekindergarten and kindergarten teacher staffing
Early Education: State Allotment, \$607,972

Formative Reviews

No Progress

September

December

March

May

Strategy 2

Provide supplemental support for Emergent Bilingual/Bilingual students to promote English language acquisition and academic achievement.

Strategy's Expected Result/Impact: CIRCLE and classroom assessments

Staff Responsible for Monitoring: Teachers, Instructional Coach, Special Services Facilitator, and Administrators

Funding Sources: Designated funds support staffing, resources, and dual language programs.
Bilingual/ESL: State Special Allotment, \$121,318

Formative Reviews

No Progress

September

December

March

May

Strategy 3

Provide learning experiences and services for special education students to support individual learning needs.

Strategy's Expected Result/Impact: Progress on goals for individual education plans

Staff Responsible for Monitoring: Special education teachers, Special Services Facilitator, and Administrators

Funding Sources: Designated funds include some Special Education staffing and/or resources Special Education: State Special Allotment, \$2,127,035

Formative Reviews

No Progress

September

December

March

May

Strategy 4

Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.

Strategy's Expected Result/Impact: CIRCLE and classroom assessments

Staff Responsible for Monitoring: Teachers, Instructional Coach, Special Services Facilitator, and Administrators

Funding Sources: State Compensatory Education funds are used to pay the salaries of some prekindergarten teachers. Comp Ed: State Special Allotment, \$1,471,082

Formative Reviews

No Progress

September

December

March

May

Strategy 5

Provide supplemental instructional support to improve academic achievement for all students.

Strategy's Expected Result/Impact: Instructional and best practice support to classroom teachers.

Staff Responsible for Monitoring: Administrators and learning support specialist

Funding Sources: Supplemental Instructional Support Title IV, Part A, \$53,000, Supplemental Instructional Support Title II, Part A, \$35,500

Formative Reviews

No Progress

Performance Objective 2

Anderson Early Childhood School will implement parent attendance training and outreach to improve average daily student attendance rate of 95% or higher and promote social-emotional wellness.

Evaluation Data Source: Attendance records

Strategy 1

Execute campus-wide attendance awareness messaging to families translated into primary home languages, detailing compulsory attendance and early literacy connections.

Strategy's Expected Result/Impact: Increased average daily attendance rate to 95% or higher.

Staff Responsible for Monitoring: Administrators, PEIMS. Classroom teachers

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3

Anderson Early Childhood School will build instructional and operational capacity by providing targeted early childhood professional learning and systemic approaches for teachers, paraprofessionals, and support staff.

Evaluation Data Source: Campus leadership feedback, professional development agendas, walkthroughs, observations, teacher/paraprofessional feedback

Strategy 1

Professional learning for staff, classroom teachers, and paraprofessional staff focusing on behavior strategies based on the student needs.

Strategy's Expected Result/Impact: Reduced classroom behavior disruptions and improved co-teaching instructional alignment.

Staff Responsible for Monitoring: Administrators, Learning Support Specialist

Formative Reviews

No Progress

September

December

March

May

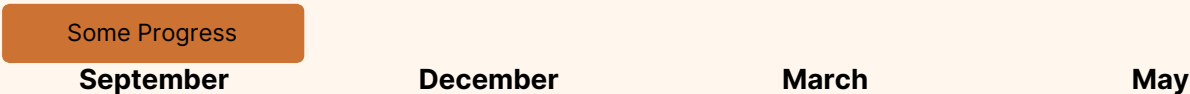
Strategy 2

Establish operational clarity and mentor support systems by publishing role-specific general duties and job descriptions, training and observation/feedback time for new teacher mentors to help with supporting the needs of campus staff.

Strategy's Expected Result/Impact: Streamlined processes, improve problem solving strategies, and common language across campus

Staff Responsible for Monitoring: Administrators, Learning Service Specialist, Bell Mentor Lead, Team leads

Formative Reviews



Goal 2

Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1

Anderson Early Childhood School will strengthen school readiness through intentional use of Experiential Learning Spaces to support students' academic and social-emotional transition to kindergarten across Allen ISD receiving campuses.

Evaluation Data Source: Experiential Learning Space Observation Checklist, CIRCLE, teacher assessments, professional learning communities

Strategy 1

Implement district-created experiential learning unit lessons across campus Experiential Learning Spaces to facilitate immersive, experiential based instruction that expands oral language development, builds academic vocabulary, and strengthens background knowledge through hands-on, multi-sensory experiences.

Strategy's Expected Result/Impact: Measurable growth in CIRCLE English/Spanish oral language and vocabulary domain scores

Staff Responsible for Monitoring: Classroom Teachers, Learning Services Specialist, Speech-Language Pathologists, Special Services Facilitator, Administrators

Formative Reviews

No Progress

September

December

March

May

Goal 3

Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1

Anderson Early Childhood will increase the percentage of Prekindergarten students demonstrating proficiency in early writing literacy skills by 2% as measured by the CIRCLE Progress Monitoring assessment.

Evaluation Data Source: CIRCLE, teacher assessments, professional learning communities

Strategy 1

Anderson Early Childhood will increase the percent of Prekindergarten students in overall early writing skills on Circle Progress Monitoring.

Strategy's Expected Result/Impact: CIRCLE Assessment growth from BOY, MOY, EOY

Staff Responsible for Monitoring: Teachers, Instructional Coach, and Administrators

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Anderson Early Childhood School will increase the percentage of Prekindergarten students demonstrating proficiency in rapid vocabulary by 4%, as measured by the CIRCLE Progress Monitoring assessment.

Evaluation Data Source: CIRCLE, teacher assessments, professional learning communities

Strategy 1

Anderson Early Childhood will increase the percent of Prekindergarten students in rapid vocabulary skills on Circle Progress Monitoring.

Strategy's Expected Result/Impact: CIRCLE, teacher assessments, professional learning communities

Formative Reviews

No Progress

September

December

March

May



Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Designated funds include some prekindergarten and kindergarten teacher staffing	--	\$607,972.00
Sub-Total					\$607,972.00
Budgeted Fund Source Amount					\$233,836.00
+/- Difference					-\$374,136.00

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Designated funds support staffing, resources, and dual language programs.	--	\$121,318.00
Sub-Total					\$121,318.00
Budgeted Fund Source Amount					\$117,077.00
+/- Difference					-\$4,241.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	State Compensatory Education funds are used to pay the salaries of some prekindergarten teachers.	--	\$1,471,082.00
Sub-Total					\$1,471,082.00
Budgeted Fund Source Amount					\$1,736,063.00
+/- Difference					\$264,981.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Designated funds include some Special Education staffing and/or resources	--	\$2,127,035.00
Sub-Total					\$2,127,035.00
Budgeted Fund Source Amount					\$2,139,500.00
+/- Difference					\$12,465.00

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental Instructional Support	--	\$35,500.00
Sub-Total					\$35,500.00
Budgeted Fund Source Amount					\$35,500.00
+/- Difference					\$0.00

Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental Instructional Support	--	\$53,000.00
Sub-Total					\$53,000.00
Budgeted Fund Source Amount					\$53,000.00
+/- Difference					\$0.00