

**Allen Independent School District**

**Allen High School**

**2022-2023 Campus Improvement Plan**



# Mission Statement

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential

## Vision

Where Eagles Soar

## Value Statement

**The Allen ISD non-negotiables are:** student learning will improve; we will improve through quality professional learning experiences; we will learn in high-performing collaborative teams; and we will provide quality internal and external customer service.

**The Allen ISD graduate profile declares that all Allen High School graduates will be:** academically prepared for future pursuits; effective problem-solvers; effective communicators; and responsible and engaged citizens.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Allen High School serves grades 10-12 in Collin County. Although this improvement plan focuses on the 2022-23 school year, the demographic information comes from 2021-2022 available information unless otherwise noted. Allen High School student enrollment growth has begun to level in recent years. AHS enrollment increased 2.2% for 2022-23 and is currently 5,473 students.

Allen High School enrollment continues to experience minimal enrollment shifts in our student demographic groups. Currently the campus demographics are:

- African American-15.1 %,
- Hispanic-14%,
- White-55.5%,
- Asian Pacific Islanders-22.67%,
- American Indian-1%, and
- Two-or-More Races 5.9%

Attendance Rates have remained steady:

- 2018-2019 = 96.2%
- 2019-2020 = 96.4%
- 2020-2021=

Graduation Rates:

- 2018-2019 =97.4%
- 2019-2020 =98.6%
- 2020-2021 = 97.6%
- 2021-2022 = 97.7%

Allen High School student categories include

- 9% English Language Learners (ELLs),
- 31.3% Gifted and Talented,
- 19.58% Special Education,
- 15.07% are Economically Disadvantaged,
- 20.73% are identified as at-risk,
- 62% of students in Career and Technical Education participation, and

Student to teacher ratio is currently 20:1 in the 2022-2023 school year.

Teacher/Student Comparison (from 2021-2022):

<b>Ethnicity</b>	<b>Teacher</b>	<b>Student</b>	<b>Difference</b>
African American	7%	14.03%	-7%
Hispanic	5.60%	13.80%	-8.20%
White	80%	44.00%	36%
American Indian	1.10%	0.04%	1.06%
Asian	3.70%	22.48%	-18.78%
Pacific Islander	1.40%	0.03%	1.37%
Two or More races	1.20%	5.00%	-3.80%

### Demographics Strengths

- Development of the Support Services department to serve students in special education (19.58%), 504 (30.97%), and EB (9.07%) (fka EL) learners.
- Continued increase in advanced academics participation
- Attendance rate for campus has maintained a similar rate for several years and is relatively high for a campus this size.
- Teacher/student ratio is low at 20/1. This allows for the students to build relationships with their teachers and have their diverse learning needs met even though the campus is quite large.
- Graduation rate is extremely high as a campus for 97.7%

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

**Problem Statement 1:** Staff ethnicity does not adequately mirror student population. **Root Cause:** Current hiring focus is to hire and retain the most qualified individual

**Problem Statement 2:** Graduation rates for Hispanic and English Learner students, 95.3% and 88.5%, respectively, lag behind campus graduation rate, 98%. **Root Cause:** Recent increase in EL enrollments and newly implemented Newcomer curriculum.

# Student Learning

## Student Learning Summary

Over the course of the 2020-21 school year (post Covid absence in school), our leadership team and Instructional Coaches began assessing where our instruction and student learning is compared to Pre-Covid.

We identified 5 instructional "Big Rocks" that we believe are all tied to student learning. We defined what they should and should not look like and conducted walk throughs to assess on what level these Big Rocks were actually happening in classrooms.

1. **PLC -the primary vehicle for all other Big Rocks to impact instruction** (Defined as: Groups of educators who meet regularly to share expertise, analyze student work, design instruction and assessment as well as collaborate to improve pedagogy and the academic and social emotional performance of students.
2. **Common Assessment Design and Data** Defined as: Targeted, standard-based assessments designed and utilized by all PLC members in order to measure student mastery
3. **Purposeful Peer to Peer Conversations** Defined as: Students have intentionally structured, equitable opportunities to communicate with their peers about learning objectives.
4. **SEL Integration** Defined as: True SEL integration is seamlessly embedded into content, intentionally incorporates social emotional skills into the learning process and creates a culture of inclusivity throughout the school community .
5. **Small Group Instruction** Defined as: Small group instruction is when a teacher facilitates differentiated Instruction based on data and standards to a small group of students in order to provide initial instruction, intervene or increase understanding.

Moving into the 2022-2023 school year, incorporating the Big Rocks listed above, AHS will also increase its focus on the PLC by incorporating instructional and data protocols for each PLC to move through. These protocols help teachers to focus on the instructional components of teaching by helping the teacher refine their reflective practice, unpacking their TEKS, examining the assessment tool prior to teaching the unit as well as refining their data analysis by focusing on the Item analysis, standards analysis & examining student work.

# School Processes & Programs

## School Processes & Programs Summary

AHS has put systems in place to address a focus on Curriculum & Instruction, hiring/retention of new staff, and created systems of support for students in need of support at the first signs of struggle.

### Curriculum & Instruction:

- Created a 2 year plan to address instruction for student success post-covid including a focus on PLC, SEL, Common Assessment, Small Group Instruction and Purposeful Peer to Peer conversations as the Big Rocks. We are also implementing Kagan structures on our campus.
- Year 2 we have trained all teachers on Kagan Day 2 structures and have worked to refine the PLC process by including Instruction & Data Protocols.

### Hiring/Retention:

- AHS utilizes a structured process for identifying and hiring new staff which includes phone screening candidates, student evaluation (PALS as part of interview), interview committees using standardized questions (w/rubric scoring), and a final round interview with the Executive Principal.
- AHS uses Mentor and Buddy teachers to help new staff acclimate to our school culture and promote retention.

AHS has implemented many systems of support to address students at the first sign of struggle, they include;

- Academic Monitoring -every 3 weeks grades are evaluated and students who are failing (criteria determined at each grade pull) are placed with a teacher who will support their study habits, communication with the teacher, goal setting and mentoring.
- Support services/504/EL- designated administrator and staff to support students being served.
- Tutoring center - available to all students during the school day who need help with core content classes. Students can utilize privilege periods to attend.
- Testing Center - available all day and before/after school. This allows students flexibility to schedule redo/make up or missed tests and allows the teacher to have an authentic tutoring time.
- Centralized Attendance & Discipline centers - allows students/parents and teachers to know where to go for assistance and build consistency in our discipline practices.
- Freshman Bridge - identified students rising from 9th grade center who are severely credit deficient and created a support class to assist with earning unfulfilled credits.
- Credit recovery program (Eagle Academy) to assist students who need to make up failed credits.
- Eagle Tutor program partners students in need with a student tutor.

## School Processes & Programs Strengths



By creating a 2 year plan to address Curriculum & Instruction for students we have established a focus that promotes authentic implementation and evaluation opportunities.

Our hiring process helps to ensure consistency across house principals as the leads to each hiring committee.




By implementing these systems of support we are able to increase the number of concerned adults interacting with students.






# Priority Problem Statements

# Goals

**Goal 1:** Allen ISD will cultivate a culture of excellence.







**Performance Objective 1:** Allen High School will cultivate relationships and collaborate with the community to ensure student success.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> AHS will continue to maximize the use of social media to tell the AHS story.  <b>Strategy's Expected Result/Impact:</b> Increased communication with community and stakeholders are able to access information more easily.  <b>Staff Responsible for Monitoring:</b> Community Connections Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the number of community partnerships working with AHS.  <b>Strategy's Expected Result/Impact:</b> Increase in partnerships leading to community involvement.  <b>Staff Responsible for Monitoring:</b> Community Connections Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Calibrate campus level communication through use of weekly newsletter (Bird's Eye View).  <b>Strategy's Expected Result/Impact:</b> Increased communication with campus staff.  <b>Staff Responsible for Monitoring:</b> Community connections coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase communication with students and parents regarding the opportunities for students to take college credit coursework while enrolled in high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase enrollment in college course work and the number of students who graduate with a performance objective.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE, C&amp;C coordinator, APCI</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - CCMR: State Allotment - 38 - \$1,794,985</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<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>				



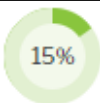
**Goal 2:** Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.


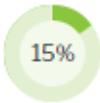




**Performance Objective 1:** Allen High School will create opportunities for students to communicate and collaborate effectively with other Allen ISD students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> AHS will continue to cultivate student leadership opportunities , AHS students will meet with AISD freshman and elementary students to support their transition through AISD and beyond.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of student leaders building relationships with other students.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership teachers, student leaders, admin</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> AHS PLC teams will implement purposeful peer to peer conversations in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have intentionally structured, equitable opportunities to communicate with their peers about learning objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Assoc. Principal C&amp;I, House Principal, Instructional Coaches, Dept. Heads &amp; PLC Team Leads.</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.



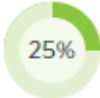
**Performance Objective 2:** Allen High School will continue to grow and explore new opportunities for our students with regards to career and technology education programs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> AHS will continue to promote/increase CTE enrollment through ongoing presentations/activities for middle school students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of CTE opportunities and programs leading to increase in enrollment and completion of industry based certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE, CCMR coordinator, CTE house principal.</p> <p><b>Funding Sources:</b> - CTE: State Special Allotment - 22 - \$2,938,590</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CTE team leads will begin to collaborate with Instructional Coaches to increase understanding of project based learning and implementing in CTE and across curriculums.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional design that incorporates project based learning in CTE.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, CCMR coordinator, CTE house principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CTE teachers will continue to align instruction with industry standards and adjust pacing to support students pursuit of of Industry Based Certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students completing Industry Based Certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE, CCMR coordinator, CTE House Principal</p> <p><b>Funding Sources:</b> - CCMR: State Allotment - 38 - \$1,794,985, - CTE: State Special Allotment - 22 - \$2,938,590</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				








Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> AHS will continue to grow its partnership with Collin College to increase student opportunities for college credit in high school along with certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students taking dual credit courses and pursuing certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE, CCMR coordinator, CTE House Principal, C&amp;C coordinator</p> <p><b>Funding Sources:</b> - CCMR: State Allotment - 38 - \$1,794,985</p>	Formative			Summative
	Sept	Dec	Mar	May
	 25%			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CTE advisory board will continue to grow community and industry partnerships for CTE and CTSO programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase learning opportunities for students and the number of partnerships with the community and industry partners.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE, CCMR coordinator, CTE House Principal</p>	Formative			Summative
	Sept	Dec	Mar	May
	 15%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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:** Allen High School will work in teams to design assessments and utilize assessment data in order to adjust to the needs of our students.








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> EOC intervention/remediation: AHS will designate a team member for each EOC tested content (Alg, Bio, Eng, USH) who will be responsible for leading the development and implementation of lessons for classroom interventions and remediation (accelerated instruction) for students including the use of Edgenuity, Canvas, and in person instruction for use both outside and inside the school day (AM, EOC tutor, 9th Bridge) with the focus to support all learners (including Support services, 504, EL) with an intentional focus on seniors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities and formats to reach more students resulting in an increase in success on the EOC initial and retests.</p> <p><b>Staff Responsible for Monitoring:</b> APCI, Dept Chair, Team Leads</p> <p><b>Funding Sources:</b> - Special Education: State Special Allotment - \$3,392,765, - Bilingual/ESL: State Special Allotment - \$2,500, - Comp Ed: State Special Allotment - \$295,656</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> EOC Interventions: AHS will continue to communicate opportunities for remediation to students and parents each semester prior to initial and retest opportunity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student participation in remediation opportunities leading to an increase in student success on the EOC initial and retests.</p> <p><b>Staff Responsible for Monitoring:</b> APCI, Dept Chair, Team Leads</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> EOC Targeted Intervention: AHS will continue to provide targeted intervention to students in English and US History who are "Approaching Mastery" on the EOC for the specified tested TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students scoring meets and masters grade level on reference EOCs.</p> <p><b>Staff Responsible for Monitoring:</b> Dept Chair, Team Lead, APCI</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> AHS will continue to be a Texas Success Initiative (TSI) testing site and offer reduced cost testing and flexibility in scheduling for AHS students including school days and Saturdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students who have access to and utilize the TSI.</p> <p><b>Staff Responsible for Monitoring:</b> Testing Coord., APCI, C&amp;C Lead Advisor</p> <p><b>Funding Sources:</b> - Comp Ed: State Special Allotment - \$295,656</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> AHS will continue to offer SAT school day for seniors, PSAT school day for 10-11th grades and continue to offer SAT prep courses, boot camp and practice tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student access and familiarity to college readiness exams to promote the number of students who are considered college &amp; career ready.</p> <p><b>Staff Responsible for Monitoring:</b> APCI, Testing Coord., C&amp;C lead advisor</p> <p><b>Funding Sources:</b> - Comp Ed: State Special Allotment - \$295,656</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> AHS will utilize the PLC to create targeted, standard-based assessments designed and utilized by all PLC members in order to measure student mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased discussion among PLC teams regarding where students are in their learning and adjustments to instruction based on student needs.</p> <p><b>Staff Responsible for Monitoring:</b> House Principals, APCI, Executive Principal, Team Leads and Instructional Coaches</p> <p><b>Funding Sources:</b> - Comp Ed: State Special Allotment - \$295,656</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
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**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 2:** Allen High School staff will meet in PLC teams in order to improve pedagogy as well as the academic and social emotional performance of students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> AHS PLC teams will utilize the professional learning communities to implement (1) purposeful peer conversations, (2) design small groups for initial, differentiated or reteach opportunities, (3) integrate social emotional learning and (4) create/utilize common assessments as strategies to impact student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student learning</p> <p><b>Staff Responsible for Monitoring:</b> House Principals, ICs, Dept heads, APCI</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PLC teams will work with Instructional Coaches (ICs) to impact student learning and engagement through lesson design, student performance data analysis (including academic monitoring) and planning intervention to support struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of AM data to promote targeted response for struggling students. Increased utilization of Instructional Coaches to impact lesson design. Increased use of AISD Curriculum documents and backward design to focus on essential TEKS. Increase use of authentic/relevant student learning experiences.</p> <p><b>Staff Responsible for Monitoring:</b> ICs, Team Leads, Dept heads, House Principals, APCI</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Instructional Coaches will continue to implement Instructional rounds throughout the campus focusing on teacher identified needs in order to build self-efficacy and promote quality instructional design.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity for lesson design and self-efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches, House Principals, APCI</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
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**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 3:** Allen High School will support each student as a whole child in achieving their personal growth through the integration of social emotional learning.







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will continue to educate teachers and students on social emotional strategies (self-awareness, self-management, responsible decision making, social awareness, and relationship skills).</p> <p><b>Strategy's Expected Result/Impact:</b> To help promote teacher/student self care, increase awareness of an individuals needs and promote self regulation.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of counseling, Counseling team, APCI, House Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselors will continue meeting with sophomore students to update each students 4-year plans, ensure student interests are aligned with course work to support students post secondary goals an when possible include parents in meetings to foster collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students 4-year plans align with their post-secondary goals and increase relationship building with our sophomore class.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Counseling, Counselors, APCI, House Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Each department (and within each PLC) will continue to collaborate to develop student SEL skills that can be seamlessly embedded within the lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students utilizing and understanding SEL skills to decrease student anxiety, increase student achievement, promote students advocating for themselves with teachers, counselors and the house office.</p> <p><b>Staff Responsible for Monitoring:</b> Dept heads, ICs House Principals, APCI</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Through the use of the centralized discipline center analyze Skyward data to increase consistency across all house principals while working in the Discipline Center.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase consistency of concerned adults interacting with students and implement restorative practices to supports student SEL development.</p> <p><b>Staff Responsible for Monitoring:</b> APO, House principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> College &amp; Career advisors will continue to meet with junior and senior students to assist with aligning their post secondary goals with college, career &amp; military options.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of Naviance to support career/college searches and alignment to discussions with C&amp;C advisors.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;C lead advisor, CCMR Coordinator, APCI</p> <p><b>Funding Sources:</b> - CCMR: State Allotment - 38 - \$1,795,985</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> AHS will explore methods of restorative discipline practices to develop a system to address the SEL needs of AHS students and staff</p> <p><b>Strategy's Expected Result/Impact:</b> Increased students self awareness, self management, social awareness, relationship building and responsible decision making. Decrease in discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> APO, House Principals, Teachers</p> <p><b>Funding Sources:</b> - Comp Ed: State Special Allotment - \$295,656</p>	<b>Formative</b>			<b>Summative</b>
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**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 4:** Allen High School staff will facilitate differentiated instruction and interventions based on data and standards to small groups of students.

**Evaluation Data Sources:** PLC discussions, walk through observation data, instructional Coach data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to provide authentic and engaging resources during EOC remediation in small group setting.  <b>Strategy's Expected Result/Impact:</b> Increased student participation in EOC remediation.  <b>Staff Responsible for Monitoring:</b> EOC team leads, Dept heads, House Principal, APCI</p> <p><b>Funding Sources:</b> - Comp Ed: State Special Allotment - \$295,656</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the campus response of student support to provide targeted intervention, supplemental learning experiences, promote academic achievement and grade repair for; At-Risk students, Gifted learners, English Language Learners, Support services students including their individual learning needs.  <b>Strategy's Expected Result/Impact:</b> Increased number of concerned adults interacting with students and promote character traits of the AISD graduate profile.  <b>Staff Responsible for Monitoring:</b> APCI, APSS, House Principals, GT/EL/AM teachers.</p> <p><b>Funding Sources:</b> - GT Allotment - 21 - \$243,735, - Special Education: State Special Allotment - \$3,392,765, - Comp Ed: State Special Allotment - \$295,656, - Bilingual/ESL: State Special Allotment - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
<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>				

# Campus Funding Summary

Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$2,500.00
3	4	2			\$2,500.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
CCMR: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		38	\$1,794,985.00
2	2	3		38	\$1,794,985.00
2	2	4		38	\$1,794,985.00
3	3	5		38	\$1,795,985.00
<b>Sub-Total</b>					<b>\$7,180,940.00</b>
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$295,656.00
3	1	4			\$295,656.00
3	1	5			\$295,656.00
3	1	6			\$295,656.00
3	3	6			\$295,656.00
3	4	1			\$295,656.00
3	4	2			\$295,656.00
<b>Sub-Total</b>					<b>\$2,069,592.00</b>
CTE: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		22	\$2,938,590.00
2	2	3		22	\$2,938,590.00
<b>Sub-Total</b>					<b>\$5,877,180.00</b>

**Special Education: State Special Allotment**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1			\$3,392,765.00
3	4	2			\$3,392,765.00
<b>Sub-Total</b>					\$6,785,530.00

**GT Allotment**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	4	2		21	\$243,735.00
<b>Sub-Total</b>					\$243,735.00