

Allen Independent School District
Evans Elementary
2022-2023 Campus Improvement Plan



Mission Statement

The Mary Evans community exists to teach, love, and empower students who contribute to the world through purpose, principle, and perseverance.

Vision

Mary Evans Elementary... where worlds connect.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary Evans Elementary opened in 2008 as a Kindergarten through Sixth Grade campus in Allen ISD. Over time, student enrollment has increased and then remained consistent at around 750 students. The mobility rate of 4.1% is lower than the Allen ISD average of 7.2%.

The chart below shows the distribution of current Evans Elementary students by grade level, ethnicity, and student groups.

Student Profile 2021-2022

Total Population		Ethnic Breakdown		Student Group Distribution	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	91	African American	6.4	Economically Disadvantaged	8.6
1st Grade	93	Asian	48.6	At-Risk	16.1
2nd Grade	96	Hispanic	6.2	Emerging Bilingual	6.5
3rd Grade	106	Native Hawaiian Pacific Islander	0.4	Special Education	10.9
4th Grade	129	White	32.8	Gifted/Talented	13.9
5th Grade	108	Two or More Races	4.8		
6th Grade	99	American Indian/Alaskan Native	0.7		
Total	722				

Demographics Strengths

The analysis of the demographics of Evans Elementary indicates several areas of strength.

- The attendance rate at Evans continues to be high and has remained consistent since the school opened in 2008.
- All teachers at Mary Evans Elementary meet the state and federal status of being highly qualified. Additionally, one staff member holds the credential of being Nationally Board Certified. Two Evans teachers have been recognized as Allen ISD Teacher of the Year and one of those was selected as the Teacher of the Year for Region 10.
- The families of Evans value education and are supportive of the school and committed to its success.
- The diversity of the school community and the student population help to create a rich learning environment. Staff and students at Evans embrace the many cultures represented and take active measures to learn about each of them.
- Strong relationships exist between Mary Evans staff, students, and families.
- Mary Evans educators are skilled and dedicated to the success of Evans students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff members require additional resources and planning time to respond to academic gaps and/or opportunities for enrichment for students.

Root Cause: Percentages of students who are identified as 'At-Risk' or 'Gifted and Talented' are increasing each year.

Student Learning

Student Learning Summary

Evans Elementary exceeded the state STAAR Performance in all areas of testing for the 2021-2022 year, and earned an "A" rating under the 2022 state accountability system with a score of 97 out of 100. Mary Evans students earned 5 Distinction Designations in the 21-22 school year in the areas of: Academic Achievement in English/Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Postsecondary Readiness, and Top 25% Comparative: Closing the Gaps.

Based on the latest summative scores available, Evans Elementary students are academically strong and continue to close the gaps for students who are struggling, as well as provide academic enrichment to other students. The staff creates a safe and rich learning environment that supports opportunities for all students to learn and grow. Students who are struggling academically are identified, tracked, and monitored through the RTI process. Intervention is provided through small group or one-on-one instruction.

Student Learning Strengths

Mary Evans Elementary students continue to achieve at high levels. A focus on Social-Emotional health, an increase in instruction centered around small groups of students and individual students, and a collaborative and supportive team of professionals working together for the benefit of students has created an environment where students have demonstrated high levels of accelerated growth.

Mary Evans Elementary STAAR Longitudinal Performance

	2019			2021				2022			
	Approaches	Meets	Masters	Approaches	Meets	Masters	Growth - Acc, Exp, Lim	Approaches	Meets	Masters	Growth - Acc, Exp, Lim
3rd Grade ELA	97%	85%	71%	89%	70%	43%	--	97%	90%	63%	--
3rd Grade Math	99%	92%	69%	89%	66%	45%	--	90%	73%	52%	--
											41%
4th Grade ELA	97%	83%	61%	89%	66%	38%	--	95%	82%	59%	32%
											13%
											36%
4th Grade Math	98%	89%	73%	87%	72%	59%	--	95%	81%	67%	36%
											13%
											23%
5th Grade ELA	98%	88%	78%	96%	80%	63%	51%	97%	92%	77%	23%
											26%
											53%
5th Grade Math	100%	95%	86%	99%	94%	76%	34%	97%	89%	74%	29%
											13%
											6%

Mary Evans Elementary STAAR Longitudinal Performance

5th Grade Science	98%	92%	64%	99%	76%	52%	--	93%	76%	51%	--
							29%				30%
6th Grade ELA	93%	71%	54%	97%	82%	51%	38%	100%	95%	69%	50%
							33%				14%
							13%				18%
6th Grade Math	100%	91%	71%	99%	77%	49%	48%	98%	80%	48%	31%
							40%				39%

Evans Elementary is a Texas Scholar Honor Roll School and has been recognized as one of the highest performing schools at the state and national level by multiple school rating systems.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Educators would benefit from additional learning and opportunities to observe effective small-group instructional strategies and procedures.

Root Cause: Learning gaps still exist as a result of the COVID-19 pandemic creating students who are at-risk for not making expected annual academic growth.

School Processes & Programs

School Processes & Programs Summary

Mary Evans Elementary is an organization focused on the growth and support of the whole child. A focus on team building and a family-style, supportive atmosphere provide the support that educators, families, and students need in order to accomplish this goal.

Administrators carefully screen and interview applicants to ensure that all new hires meet specific criteria and have a desire to fully support all students. Novice and new to district teachers are provided with mentors and building buddies to ensure their success.

The Texas Essentials of Knowledge and Skills (TEKS) and AISD curriculum guide are the foundations for instruction and assessment at Evans Elementary. Teachers and staff participate in campus and district staff development days throughout the academic school year and summer to strengthen their knowledge of the TEKS and AISD curriculum.

Evans Elementary is focused on maintaining and increasing student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers and administrators work together to create goals that target student achievement. Evans Elementary uses many sources to facilitate student success. Student Intervention Team (SIT), 504, and/or Special Education ARD meetings are held with parents, classroom teachers, support teachers, counselor, campus intervention specialist, and campus administration to create individual plans for student success. School faculty, including classroom and special programs teachers (including Dyslexia Therapy, ESL, Gifted and Talented, and Special Education) work collaboratively to support and challenge all students.

All students, with support of staff, parents, and community, are provided a safe, nurturing, and engaging learning environment that empowers them with the knowledge, skills, and attitudes to be lifelong learners and citizens of good character who are prepared to contribute to an ever-changing, global society. Evans students are encouraged and frequently provided opportunities to think critically and creatively, solve problems, and learn to communicate effectively. Students learn to work effectively as individuals and as group members and learn to recognize the contributions of individuals, groups, and cultures in society. Evans' staff strives to develop student self confidence, self-discipline, and respect for others, as well as an awareness of and ability to demonstrate civic responsibility. Social Emotional Learning lessons provided weekly help to give students guided instructions on how to be emotionally healthy.

Site based data analysis meetings, faculty meetings, grade level chair meetings, instructional coaches meetings, and weekly team meetings involve staff members in decision-making and developing effective solutions that support students in their personal and academic growth.

Evans Elementary implements district safety and security measures with a high degree of fidelity. All staff and students are familiar with these standardized practices. Staff is also provided opportunities throughout the year to sit down and discuss security measures and reflect on ways to improve them.

School Processes & Programs Strengths

The high-level rigor and continued success of the Evans Elementary campus is a direct reflection of the embedded use of AISD curriculum, utilization of research based practices, and making data-driven decisions.

The Evans Elementary staff work consistently to:

- Maintain a safe environment for students and staff
- Build a sense of connectedness for all students and staff
- Analyze summative assessment data to identify student academic strengths and weaknesses
- Monitor individual student progress
- Utilize the Student Intervention Team, Response to Intervention Model and Instructional Coaches in a productive manner to support student success
- Maximize instructional time
- Participate in continuous state, district and campus staff development

Perceptions

Perceptions Summary

Mary Evans Elementary exists to teach, love, and empower students who contribute to the world through purpose, principle, and perseverance. Mary Evans Elementary provides a safe, nurturing, and engaging learning environment and builds a sense of belonging and connectedness for students, staff, and families. Each year, new families join our school community and are welcomed by the committed support from our campus staff and provided opportunities to build connections through our PTA and Watch D.O.G.S. programs.

As a campus, Evans Elementary recognizes students' efforts to demonstrate kindness, compassion, and good character in the classroom and around our school. Project Rider points are earned for positive behavior choices and benefit students at an individual level, a team level, and a campus level. Social Emotional Learning is incorporated daily to support students in their social and emotional needs, and Evans faculty and staff incorporate character development from guidance lessons in their classroom discussions.

The Evans staff is committed to each student and dedicated to maintaining a high level of rigor in the classroom each day. The faculty and staff provide opportunities for students to participate in after-school competitions, activities, clubs, and family events. The Evans staff sets the example of serving others by partnering with families in the school community to support local food banks and Allen Community Outreach. Students, staff and parents join together to provide relief for families in the community during various campus and district events and initiatives.

Evans Elementary students are being educated in a safe, nurturing, and engaging learning environment. Staff continue to be focused on rigor during instruction, developing good citizens, and partnering with families in the school community. Students are engaged in learning and have pride in their school experiences. Evans continues to offer programs and activities that build school community such as:

- Project Rider
- PTA and Watchdog D.O.G.S. which sponsor Book Fair, Spirit Nights, and many other events
- University Interscholastic League Competition (UIL), Art Night, Spelling Bee, World Culture Celebration and Talent Show

Evans Elementary has a tradition of creating a caring and safe learning environment and partnering with parents in educating their children. Throughout the school year, the campus website is updated with dates, information, and pictures regarding the activities and events held on campus. The staff, along with the Evans PTA, sends out weekly communication in Wednesday folders and via email through the school newsletter. The campus utilizes an online application called Peachjar that allows parents to have online access to fliers and information. Parents in grades 2-6 are provided electronic access to their students' assignments and grades through the Family Access System.

Perceptions Strengths

The Evans Elementary community is involved and actively support the school. Parents and community members are provided numerous opportunities throughout the school year to visit the school and become acquainted with the staff and teachers.

The award-winning Evans Elementary PTA supports a strong, effective parent volunteer base which helps to provide:

- Fall and Spring Book Fairs
- Watch DOGS
- Veterans' Day Celebration
- Corky's Cookout
- Red Ribbon Week
- Room Parents for Classrooms
- Classroom Celebrations
- 6th Grade Talent Show
- World Culture Celebration
- Classroom Grants
- New Family Welcome Events

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Support is needed for the social and emotional health of students, staff, and families. **Root Cause:** Societal change and the lingering effects of the COVID-19 pandemic have created a need for increased social and emotional support and connectedness outside the family unit.

Priority Problem Statements

Problem Statement 1: Staff members require additional resources and planning time to respond to academic gaps and/or opportunities for enrichment for students.

Root Cause 1: Percentages of students who are identified as 'At-Risk' or 'Gifted and Talented' are increasing each year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Educators would benefit from additional learning and opportunities to observe effective small-group instructional strategies and procedures.

Root Cause 2: Learning gaps still exist as a result of the COVID-19 pandemic creating students who are at-risk for not making expected annual academic growth.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Support is needed for the social and emotional health of students, staff, and families.

Root Cause 3: Societal change and the lingering effects of the COVID-19 pandemic have created a need for increased social and emotional support and connectedness outside the family unit.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-P ESS data




Parent/Community Data






- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: In 2022-2023, Mary Evans Elementary educators will increase the percentage of students demonstrating growth as measured by MAP and STAAR assessment data through a shared vision of growth for all, a joint approach to differentiated solutions, and consistent and open communication.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for staff members to learn from one another through classroom observations.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase opportunities for staff input and feedback through choice in professional learning activities, choice in campus committees, and creation of additional leadership roles.</p> <p>Strategy's Expected Result/Impact: Increased leadership capacity Increased staff engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase number of vertical team meetings to at least once per quarter.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				






Strategy 4 Details	Reviews			
<p>Strategy 4: Increase extended and intentional collaborative planning around intervention and enrichment to at least once per quarter.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Staff members require additional resources and planning time to respond to academic gaps and/or opportunities for enrichment for students. Root Cause: Percentages of students who are identified as 'At-Risk' or 'Gifted and Talented' are increasing each year.</p>
Student Learning
<p>Problem Statement 1: Educators would benefit from additional learning and opportunities to observe effective small-group instructional strategies and procedures. Root Cause: Learning gaps still exist as a result of the COVID-19 pandemic creating students who are at-risk for not making expected annual academic growth.</p>

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

Performance Objective 1: In 2022-2023, Mary Evans Elementary educators will create challenging and collaborative learning experiences that meet each student at their point of need through increased use of small group learning opportunities throughout the school day.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop master schedule to allow for daily 30-minute intervention/enrichment block in grades KDG - 6</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Team Leaders</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and support for using small group learning experiences, including Guided Reading, during core instruction and during the intervention/enrichment block.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement "Rider Time" to allow for daily intervention and/or enrichment opportunities for all students based on analysis of student achievement data.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				

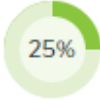








Strategy 4 Details	Reviews			
<p>Strategy 4: Increase extended and intentional collaborative planning around intervention and enrichment to at least once per quarter.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Staff members require additional resources and planning time to respond to academic gaps and/or opportunities for enrichment for students. Root Cause: Percentages of students who are identified as 'At-Risk' or 'Gifted and Talented' are increasing each year.</p>
Student Learning
<p>Problem Statement 1: Educators would benefit from additional learning and opportunities to observe effective small-group instructional strategies and procedures. Root Cause: Learning gaps still exist as a result of the COVID-19 pandemic creating students who are at-risk for not making expected annual academic growth.</p>

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: In 2022-2023, Evans Elementary staff will create a strong campus climate by supporting connectedness among students, staff, and families.






Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain and expand the Project Rider House System to support feelings of connectedness and belonging. Houses will meet for a "House Huddle" at least once per quarter.</p> <p>Strategy's Expected Result/Impact: Decreased conflict between students Increased attendance rates</p> <p>Staff Responsible for Monitoring: Counselor Campus Administrators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Add a "New Family Welcome Event" to the Fall calendar and add "Coffee with the Principal" event for each semester.</p> <p>Strategy's Expected Result/Impact: Increased campus support Increased attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase social media presence by communicating Facebook group information as well as considering other social media platforms</p> <p>Strategy's Expected Result/Impact: Increased campus support</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Tech Campus Library Media Specialist</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
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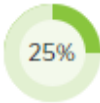




Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Support is needed for the social and emotional health of students, staff, and families. Root Cause: Societal change and the lingering effects of the COVID-19 pandemic have created a need for increased social and emotional support and connectedness outside the family unit.

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: Provide support and resources to improve achievement of students served in special programs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased levels of academic progress for students identified as English Learners</p> <p>Staff Responsible for Monitoring: Campus Administrators EL Facilitator</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Title III EL - \$1,200</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide learning experiences and services for Special Education students to support individual learning needs..</p> <p>Strategy's Expected Result/Impact: Increased levels of academic progress for students served through Special Education</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Special Education: State Special Allotment - \$455,354</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p>Strategy's Expected Result/Impact: Increased levels of academic progress for at-risk students</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Comp Ed: State Special Allotment - \$81,383</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide learning experiences for gifted learners supporting enrichment opportunities that promote critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Increased levels of academic progress for students identified as Gifted and Talented</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - GT Allotment - \$74,800</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Increased levels of academic progress for dyslexia students</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Dyslexia: State Allotment - \$47,633</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:







Demographics
<p>Problem Statement 1: Staff members require additional resources and planning time to respond to academic gaps and/or opportunities for enrichment for students. Root Cause: Percentages of students who are identified as 'At-Risk' or 'Gifted and Talented' are increasing each year.</p>

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: Increase the percentage of Third Grade students that score at Meets Grade Level or above on STAAR Reading from 83.33% to 86% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Data
mClass Reading Data
MAP Growth Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Evans Elementary educators who work with students in Kindergarten through 3rd Grade will increase knowledge and implementation of evidence-based practices to positively impact student literacy achievement. Training will be provided through the Texas Reading Academies developed by the Texas Education Agency (TEA).</p> <p>Strategy's Expected Result/Impact: A) Cohort 1, which includes Kindergarten and First Grade teachers, will participate in the Reading Academy during the 2020-2021 school year. B) Cohort 2, which will primarily include Second and Third Grade teachers, will participate in the Reading Academy during the 2021-2022 school year. C) By the end of the 2022-2023 school year, all Kindergarten through Third Grade teachers and Principals will have completed training in literacy through the Reading Academy.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Evans Elementary educators who work with primary students will strengthen instructional approaches around identifying gaps in literacy foundational skills utilizing mClass and/or MAP Growth Reading data to determine specific deficit areas for individual students. Data will be used to guide both core instruction as well as intervention services to close gaps so that students have a strong literacy foundation in the early grades.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in the area of early literacy</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Early Education: State Allotment - \$75,667</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Staff members require additional resources and planning time to respond to academic gaps and/or opportunities for enrichment for students. **Root Cause:** Percentages of students who are identified as 'At-Risk' or 'Gifted and Talented' are increasing each year.

Student Learning


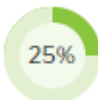
Problem Statement 1: Educators would benefit from additional learning and opportunities to observe effective small-group instructional strategies and procedures. **Root Cause:** Learning gaps still exist as a result of the COVID-19 pandemic creating students who are at-risk for not making expected annual academic growth.






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: Increase the percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math from 90.35% to 93.5% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Data
MAP Growth Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Evans Elementary educators who work with students in Kindergarten through 3rd Grade will increase knowledge to positively impact student mastery in mathematics through the area of number sense.</p> <p>Strategy's Expected Result/Impact: Student achievement in assessment measures in early mathematics will increase.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administrators</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Evans Elementary educators who work with primary students will strengthen instructional approaches around identifying gaps in mathematics foundational skills utilizing MAP Growth Math data to determine specific deficit areas for individual students.</p> <p>Data will be used to guide both core instruction as well as intervention services to close gaps so that students have a strong mathematics foundation in the early grades.</p> <p>Strategy's Expected Result/Impact: Student achievement in assessment measures in early mathematics will increase.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administrators</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Evans Elementary educators will implement evidence-based practices in disciplinary literacy to positively impact problem solving in mathematics.</p> <p>Strategy's Expected Result/Impact: Student achievement in assessment measures in early mathematics will increase.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
	 25%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Staff members require additional resources and planning time to respond to academic gaps and/or opportunities for enrichment for students. Root Cause: Percentages of students who are identified as 'At-Risk' or 'Gifted and Talented' are increasing each year.</p>

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$75,667.00
Sub-Total					\$75,667.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5			\$47,633.00
Sub-Total					\$47,633.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3			\$81,383.00
Sub-Total					\$81,383.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$455,354.00
Sub-Total					\$455,354.00
Title III EL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$1,200.00
Sub-Total					\$1,200.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4			\$74,800.00
Sub-Total					\$74,800.00