

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

Accountability Rating: A



Mission Statement

The mission of Marion Elementary School is to positively encourage, intentionally educate, and effectively empower our students to meet the challenges of the future with confidence and integrity.

Vision

Where All Mavericks Lead

Core Beliefs

Marion Elementary's Beliefs:

We believe all students are **unique individuals** and deserve a high-quality education provided in a **nurturing, safe, supportive** environment

that cultivates a **love for learning** and allows each student to reach his or her potential.

We believe in the education of the whole child using **innovative, targeted instruction**, and research-based best practices to develop strong, **productive citizens**.

We believe in a family-oriented environment that embraces our **diverse community**, fostering partnerships and excellence in education.

We believe in **positive, open lines of communication** between students, staff, and families that create a climate of trust and respect to establish strong

and **family-centered relationships, that are personal and intentional**.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with a summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision-making committee(s) meeting data
- State and federal planning requirements
- Covid-19 factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessment data
- Survey results
- Texas approved K - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged/non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Support systems and other Data
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Demographics

Demographics Summary

Marion Elementary is a KG-6th grade neighborhood school that opened in August 2003 with approximately 981 students. We are beginning our 20th year with a diverse population of approximately 550 students. Our neighborhood is well-established and our enrollment is consistent. Our excellent attendance rate reflects the wonderful staff, students, parents, and community that make Marion Elementary a wonderful learning environment for all students. We have a very involved and active PTA and community engagement which all contribute to making Marion the school that it is. The chart below provides the distribution of current Marion students by grade level, ethnicity, and various student groups.

Student Profile Data 2022-2023					
Total Population		Ethnic Breakdown		Student Group Distribution	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	64	African American	11.21%	Economically Disadvantaged	17.36%
1st Grade	67	Asian	24.95%	At-Risk	30.92%
2nd Grade	80	Hispanic	13.02%	ELL	5.24%
3rd Grade	71	American Indian-Alaskan Native	.54%	LEP	5.24%
4th Grade	89	White	44.30%	Special Education	16.09%
5th Grade	83	Two or More Races	5.97%	Gifted/Talented	11.93%
6th Grade	94	Native Hawaiian - Pacific Islander	0		
Total	548				

Demographics Strengths

Marion Elementary has many strengths and unique qualities. Many families move into our area simply for Allen ISD and its reputable schools. Parents who move their children to Marion Elementary have shared that they search Allen ISD schools/neighborhoods and choose Marion because of the reputation of a family-friendly environment, active PTA, and neighborhood school where most students walk/bike to school. Marion also celebrates diversity and strives to understand our community of learners. Because our families value education, we have many supportive parents and students who are committed to the academic and extra-curricular successes that our school offers. Marion Elementary provides a safe environment where students are challenged, treated with warmth and integrity, and encouraged to reach their potential. Marion's parent and student organizations continue to grow each year.

Additional Strengths include:

1. Attendance rate is 94.6%

2. Marion Elementary has a low mobility rate of 11.18%.
3. Students and staff benefit from a diverse student population
4. All staff members are highly qualified, certified, and committed to continuous improvement
5. Balance of varying years of experience among staff members.
6. Marion Elementary has access to Instructional Coaches and Student Support teacher staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been an increase in tardies and unexcused absences. **Root Cause:** Lack of clear communication on truancy policy, residual COVID fear, and family travel.

Student Learning

Student Learning Summary

Marion Elementary believes in growing the whole student. In addition to academic skills, we teach the SEL curriculum and use community-building practices on a daily basis.

For the 2021-2022 school year, Marion Elementary performed as follows:

- Student Achievement: A - score of 91
- School Progress: B - score of 88
- Closing the Gaps: B - score of 88
- Overall: A - score of 90
- Rating: A

STAAR Reading Performance Summary												
	Approaches Grade Level				Meets Grade Level				Master Grade Level			
	2019	2021	2022		2019	2021	2022		2019	2021	2022	
3rd Grade	86%	84%	93%		56%	57%	70%		38%	28%	45%	
4th Grade	90%	79%	92%		69%	58%	64%		40%	27%	26%	
5th Grade	92%	89%	98%		80%	65%	79%		58%	43%	40%	
6th Grade	85%	85%	87%		62%	57%	68%		35%	31%	47%	
STAAR Math Performance Summary												
	Approaches Grade Level				Meets Grade Level				Master Grade Level			
	2019	2021	2022		2019	2021	2022		2019	2021	2022	
3rd Grade	86%	86%	92%		56%	50%	78%		38%	29%	53%	
4th Grade	90%	84%	86%		69%	61%	57%		40%	41%	34%	
5th Grade	92%	91%	86%		80%	69%	62%		58%	47%	28%	
6th Grade	85%	93%	96%		62%	79%	74%		35%	57%	41%	
STAAR Science Performance Summary												
	Approaches Grade Level				Meets Grade Level				Master Grade Level			
	2019	2021	2022		2019	2021	2022		2019	2021	2022	
5th Grade	91%	89%	75%		75%	46%	43%		43%	26%	15%	

As a part of HB3 requirements, the district worked to set 5-year goals for Early Childhood Literacy and Math Proficiency. The overall goal in each area addresses increasing the performance of 3rd-grade students at the Meets Grade Level performance level, as research has shown grade 3 to be a critical predictor of student success in later years. As a part of this work, data sets from district screenings in grades PreK-2 were also reviewed and revealed that students struggling with math and reading in these early years are frequently the same students struggling when they reach third grade.

As a result, progress monitoring throughout these earlier grades and within student groups is a part of this HB3 requirement, as literacy and math proficiency in these early years establishes a solid foundation for success. Progress monitoring goals in grades PreK-2 will help us to identify and close gaps in students' foundational literacy and math skills early, and thereby increase successful attainment of Meets Grade Level performance on 3rd grade Reading and Math. These progress monitoring goals will also be set for each student group, therefore providing the opportunity to monitor and adjust instruction to meet the needs of all learners.

Two new district initiatives for 2020-2021 will aid in establishing appropriate progress monitoring goals in these grade levels: the implementation of mCLASS reading diagnostic in Grades K-2 reading and the implementation of NWEA MAP Growth in Grades K-2 math. (NWEA MAP Growth will also be implemented in Grades 3-8 Math, Reading, and Science.) The ability to utilize the same screening tool across multiple grade levels will provide more comparable data from year to year in order to accurately track both student growth as well as student strengths and weaknesses.

Student Learning Strengths

A thorough analysis of Marion Elementary student achievement reveals the following areas of strength:

- The "Approaching" standards category has remained high in all grade levels in reading and math..
- 3rd grade increased the percentage of "Meets" reading scores from 57% in 2021 to 70% in 2022.
- 3rd grade increased the percentage of "Masters" reading scores from 28% in 2021 to 45% in 2022.
- 4th grade increased the percentage of "Meets" reading scores from 58% in 2021 to 64% in 2022.
- 5th grade increased the percentage of "Meets" reading scores from 65% in 2021 to 79% in 2022.
- 6th grade increased the percentage of "Meets" reading scores from 57% in 2021 to 68% in 2022.
- 6th grade increased the percentage of "Masters" reading scores from 31% in 2021 to 47% in 2022.

Marion Elementary has a systematic approach to early identification of academic needs and providing targeted interventions.

- Every grade level has an intervention block built into the master schedule.
- The Student Support team provides Tier 2 and 3 interventions.
- Every grade level has data dives after district assessments.
- Instructional Coaches help teachers disaggregate data and plan TEKS-based interventions based on individual student needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): "Meets Grade Level" scores in math and science are lower than in reading. **Root Cause:** Students have gaps in readiness and higher-order thinking skills.

School Processes & Programs

School Processes & Programs Summary

Marion Elementary implements the TEKS by following the district curriculum/pacing calendar with fidelity. This is evidenced by instructional plans, observations, collaborative meetings, and monitoring of student progress on informal/formal assessments. Teachers use classroom, district, and informal data to plan effective instruction, provide re-teach and/or provide enrichment opportunities for students. Teachers at Marion scaffold TEKS based on student needs so that all students achieve personalized academic growth. Teachers are supported by instructional coaches, district level instructional specialists, administration, and campus Professional Learning Communities. Through the work of Professional Learning Communities, teachers are encouraged to collaborate in addressing the needs of the whole child. PLCs play a vital role in teacher training of technology applications while also increasing staff connectedness.

One-to-one technology use at Marion is embedded in daily instruction to support student learning and to encourage critical and creative thinking skills. Other opportunities include an expanded library, individual/small group learning spaces, and multi-use learning areas to facilitate collaboration. Highly effective staff members are essential in achieving student success. Various methods are used to support staff which include: mentoring, team-building, professional learning committees, and professional learning opportunities. Staff members collaborate with administration to set goals, monitor student progress, and evaluate the effectiveness of Marion Elementary. The campus and district administrations are committed to providing students and staff with the time, tools, and support needed for an optimal learning environment.

Marion prioritizes a focus on the recruiting, hiring and retention of a highly qualified and student-focused staff. We will implement best practices to promote a nurturing work environment focused on student and staff success. Marion will support new teachers with a mentor who is qualified and trained and supported by our Instructional Coaches. Together with ongoing data analysis and needs assessments, we will be able to provide recommended or required professional development sessions for staff in need of support. We will work to preserve a positive culture and climate that focuses on growth for all students and staff.

School Processes & Programs Strengths

Marion Elementary **Instructional/Curricular** strengths include:

- TEKS driven instruction
- Differentiated instruction based on student needs/strengths
- Small group focused lessons
- 1:1 devices available for students
- Teacher portable devices used for instruction and planning
- A variety of applications are used which include but not limited to:
 - Digital portfolios
 - Google Classroom
 - QR codes
 - Nearpod
 - Green Screen
 - Flipgrid

- Ditto
- Jigsaw
- Students participate in technology activities which focus on digital citizenship and digital literacy, password usage, and maintenance of technology throughout the year.
- Staff is eager to learn and share new technology with students and each other
- Power standards are developed and guide formative assessments and instructional practices
- Instructional rubrics
- Focus on the whole child includes daily classroom meetings and Rhithm application

Marion Elementary **Personnel** strengths include:

- Effective communication between campus stakeholders
- Systems are in place to support new staff and teachers (i.e. mentors, new teacher training)
- Professional Learning opportunities are offered on an ongoing basis
- Staff members are highly qualified for positions
- Teachers provide input through campus-based committees

Marion Elementary **Organizational** strengths include:

- Use of various forms of data to drive our conversations and instruction
- Use of differentiated instructional practices
- Grade levels collaboratively design lessons to meet multiple learning styles
- Assessments are aligned to the standards
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Bi-monthly Core Student Intervention Team meets to review data
- Small group instruction is based on student needs
- Structured intervention/enrichment times for students are held on a daily basis
- Data dives are led by instructional leadership with necessary teachers to review data and develop intervention plans

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers do not have structured time to collaborate with vertical teams about learning standards to support student growth. **Root Cause:** Teachers are overwhelmed with additional House Bill 3, House Bill 4545, COVID-19 procedures, and other new requirements.

Perceptions

Perceptions Summary

Marion Elementary opened its doors in August 2003. As a campus, we are dedicated to building a community which empowers each individual to realize his or her full potential. We believe that the key to achieving our mission is through the dedication of our staff and collaboration of the home. Our campus has worked hard to establish a culture "Where All Mavericks Lead" each and every day.

Marion Elementary has strong family and community involvement. Based on the 2021-2022 parent survey, parents report that they feel welcomed by administrative staff and teachers at Marion. Parents also reported Marion meets their child's social and emotional and academic needs. Lastly, families shared that their child enjoys coming to school each day and appreciate their students being recognized for good character. We strive to create a welcoming environment to ensure all students thrive and reach their full potential.

Data used:

- 21-22 District Safety Student Survey: 5th and 6th grade students
- 21-22 Campus Parent Community Survey
- 21-22 Teacher SEL Survey

Perceptions Strengths

Marion Elementary embraces a culture in which personal and academic achievement is fostered for all students. Our school community is one that is inclusive and recognizes that our mission of fostering student success is accomplished through purposeful collaboration among all stakeholders, including teachers, staff, parents, students, and community members. We are proud of our diversity and celebrate the various social and cultural differences that make our campus unique.

- Students and staff feel safe on campus due to effective procedures and safety drills as evidenced by campus safety audits.
- A variety of after-school activities are offered

The following Marion Elementary strengths reflect our commitment to student and community involvement.

- Frequent opportunities for parental involvement are provided which include:
 - PTA, Watch DOGS, Parent Newsletter from PTA and grade levels, classroom volunteers, campus volunteers, PTA events
- A robust social media presence provides up-to-date information for parents and the community with the use of:
 - Twitter, PTA Facebook, Grade Level Facebook accounts, websites
- Various PTA family events are held throughout the year
- Community Service projects with Allen Community Outreach (ACO) such as toy drive and food drives are held monthly
- Special Events include:
 - Veteran's Day Celebration
 - Annual Back to School Parade
 - Back to School Bash
 - Walk to School Day
 - Mystery Readers and Community Helpers in KG

- Annual Heritage Night
- STEAM Night
- Grade level performances
- Frequent communication with parents regarding student progress
- Grade level newsletters
- Varied after school clubs for students
- Use of the Second Step program, morning meetings, Rhythm, and a variety of other character-building lessons/resources to support students' social and emotional learning
- Sixth-grade Leadership Program
- Sixth grade Student Council
- Safety Patrol
- KMAV Morning Announcements

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to teacher observations, students struggled with effective communication, social skills, and problem solving. **Root Cause:** Due to the pandemic, there is a lack of modeling and practicing positive and appropriate peer interactions.

Priority Problem Statements

Problem Statement 1: There has been an increase in tardies and unexcused absences.

Root Cause 1: Lack of clear communication on truancy policy, residual COVID fear, and family travel.

Problem Statement 1 Areas: Demographics

Problem Statement 2: "Meets Grade Level" scores in math and science are lower than in reading.

Root Cause 2: Students have gaps in readiness and higher-order thinking skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers do not have structured time to collaborate with vertical teams about learning standards to support student growth.

Root Cause 3: Teachers are overwhelmed with additional House Bill 3, House Bill 4545, COVID-19 procedures, and other new requirements.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to teacher observations, students struggled with effective communication, social skills, and problem solving.

Root Cause 4: Due to the pandemic, there is a lack of modeling and practicing positive and appropriate peer interactions.



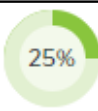




Problem Statement 4 Areas: Perceptions

Goals

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

Performance Objective 1: Marion Elementary will increase attendance percentage to 96% and decrease the number of tardies.

Evaluation Data Sources: Skyward, Data Dashboard and ADA reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will make phone calls to students who are absent for 3 consecutive days</p> <p>Strategy's Expected Result/Impact: A decrease in tardies and unexcused absences</p> <p>Staff Responsible for Monitoring: Assistant Principal, PEIMS Clerk, Teachers</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Using a variety of data, administration will analyze, prepare reports, and send home truancy letters.</p> <p>Strategy's Expected Result/Impact: A decrease in tardies and unexcused absences</p> <p>Staff Responsible for Monitoring: Assistant Principal, PEIMS Clerk</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administration will clearly communicate attendance policy to families through newsletters, phone calls, and official parent letters.</p> <p>Strategy's Expected Result/Impact: A decrease in tardies and unexcused absences</p> <p>Staff Responsible for Monitoring: Assistant Principal, PEIMS Clerk, Teachers</p> <p>Problem Statements: Demographics 1</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>				

Performance Objective 1 Problem Statements:


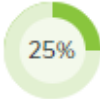
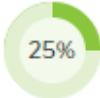
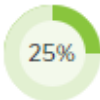
Demographics






Problem Statement 1: There has been an increase in tardies and unexcused absences. **Root Cause:** Lack of clear communication on truancy policy, residual COVID fear, and family travel.

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

Performance Objective 1: Marion Elementary staff and students will evaluate data, set goals, and analyze progress to improve student learning outcomes.

Evaluation Data Sources: Teacher data, PLC minutes, student data folders

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze BOY, MOY and EOY assessment data, identify academic gaps through formal and informal assessments, and develop targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Close academic achievement gaps</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ICs, CIS, Teachers, Instructional Aides</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will guide students through whole group and individual discussions to set academic goals.</p> <p>Strategy's Expected Result/Impact: Close academic achievement gaps</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will provide structured time for classroom teachers to meet to analyze data and plan targeted instruction with horizontal and vertical teams.</p> <p>Strategy's Expected Result/Impact: More effective teacher collaboration</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The special education team will provide learning experiences and services for special education students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Academic growth for special education students</p> <p>Staff Responsible for Monitoring: Special education case managers</p> <p>Funding Sources: - Special Education: State Special Allotment - \$542,301</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Dyslexia therapists will provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Academic growth for students with dyslexia</p> <p>Staff Responsible for Monitoring: Dyslexia Therapists</p> <p>Funding Sources: - Dyslexia: State Allotment - \$46,813</p>	Formative			Summative
	Sept	Dec	Mar	May
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: "Meets Grade Level" scores in math and science are lower than in reading. Root Cause: Students have gaps in readiness and higher-order thinking skills.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers do not have structured time to collaborate with vertical teams about learning standards to support student growth. Root Cause: Teachers are overwhelmed with additional House Bill 3, House Bill 4545, COVID-19 procedures, and other new requirements.</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: Teachers will increase the rigor of instruction by incorporating higher-order thinking skills, academic vocabulary, writing, and academic discourse into daily instruction.

Evaluation Data Sources: Lesson Plans, classroom walk-throughs, MAP, data STAAR data


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will pre-plan higher-order thinking questions, statements or scenarios to increase rigor and generate discussion.</p> <p>Strategy's Expected Result/Impact: Improved critical thinking skills, listening and reading comprehension</p> <p>Staff Responsible for Monitoring: Teachers, ICs, administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will encourage students to provide an oral or written response to open-ended questions while using academic vocabulary across all subjects.</p> <p>Strategy's Expected Result/Impact: Improve higher order thinking skills, listening and reading comprehension</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: AIM teacher will provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Promote critical thinking in gifted students</p> <p>Staff Responsible for Monitoring: AIM teacher</p> <p>Funding Sources: - GT Allotment - \$40,553</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: ESL certified teachers will provide supplemental learning experiences for Emergent Bilingual Students promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: Academic growth for EB students</p>	Formative			Summative
	Sept	Dec	Mar	May


Staff Responsible for Monitoring: ESL certified teachers

Funding Sources: - Bilingual/ESL: State Special Allotment - \$100



 No Progress

 Accomplished







 Continue/Modify

 Discontinue

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

Performance Objective 3: In Math, Marion Elementary will increase the percentage of economically disadvantaged students who score at Meets Grade Level or above on STAAR.

Evaluation Data Sources: May 2023 STAAR data, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and implement targeted small group guided math strategies to differentiate based on student needs.</p> <p>Strategy's Expected Result/Impact: An increase in closing the gap of economically disadvantaged sub population.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, ICs, CIS</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide supplemental learning experiences and services for identified at-risk students promoting academic achievement.</p> <p>Strategy's Expected Result/Impact: Academic growth for students identified at-risk</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ICs</p> <p>Funding Sources: - Comp Ed: State Special Allotment - \$76,176</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

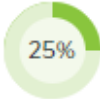




Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: "Meets Grade Level" scores in math and science are lower than in reading. Root Cause: Students have gaps in readiness and higher-order thinking skills.</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: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase 65.04% to 68% by June 2024. In 2022, Marion Third Grade students met the goal for 2024.






HB3 Goal

Strategy 1 Details	Reviews			
<p>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 grades.</p> <p>Strategy's Expected Result/Impact: Early Education improved literacy skills</p> <p>Staff Responsible for Monitoring: ICs</p> <p>Funding Sources: - Early Education: State Allotment - \$74,810</p>	Formative			Summative
	Sept	Dec	Mar	May
	 25%			
 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.

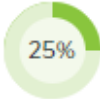
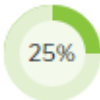




Performance Objective 2: The percentage of Third Grader students that score at Meets Grade Level or above on STAAR Math will increase from 70.17% to 73% by June 2024. In 2022, Marion Third Grade students met the goal for 2024.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Marion Elementary teachers will implement small group and/or differentiated instruction for all students using a variety of teaching techniques and strategies to meet the needs of all students.	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 100% of Marion Elementary students will participate in positive relationship building with a focus on improving their interpersonal communication skills.

Strategy 1 Details	Reviews			
<p>Strategy 1: Marion Elementary staff will model effective communication skills through daily classroom meetings, and the Second Step curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in positive relationships between students, parents, and staff.</p> <p>Staff Responsible for Monitoring: Classroom teachers, counselor</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Marion Elementary counselor and staff will provide need-based guidance lessons based on teacher input, Rhythm check-ins (per portal tab), and behavior reflection sheets.</p> <p>Strategy's Expected Result/Impact: An improvement in classroom and school culture and an increase in students' abilities to understand emotions and engage in self-regulation during high-stress situations.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, teachers</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>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: According to teacher observations, students struggled with effective communication, social skills, and problem solving. Root Cause: Due to the pandemic, there is a lack of modeling and practicing positive and appropriate peer interactions.</p>

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$74,810.00
Sub-Total					\$74,810.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$46,813.00
Sub-Total					\$46,813.00
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$100.00
Sub-Total					\$100.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$76,176.00
Sub-Total					\$76,176.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$542,301.00
Sub-Total					\$542,301.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$40,553.00
Sub-Total					\$40,553.00