

**Allen Independent School District**  
**Marion Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

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

## Vision

Where Mavericks Lead

## Core Beliefs

### Marion Elementary's Beliefs:

We believe all students are unique and deserve a high quality education provided in a loving, 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

technology rich, creative, and targeted instruction to develop strong, productive citizens.

We believe that partnerships with parents  
are vital to student success.

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

We believe, through teamwork, the staff at Marion develops positive, cohesive relationships in our commitment to the success and development of the whole  
child.

We believe in open lines of communication between students, staff, and parents that are personal, positive, and meaningful.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Marion Elementary is a KG-6th grade neighborhood school that opened in August 2003 with approximately 550 students. We are beginning our 14th year with over 700 students. The chart below provides the distribution of current Marion students by grade level, ethnicity, and various student groups.

Student Profile Data 2018-2019					
Total Population		Ethnic Breakdown		Student Group Distribution	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	87	African American	12%	Economically Disadvantaged	10%
1 <sup>st</sup> Grade	87	Asian	22%	At-Risk	20%
2 <sup>nd</sup> Grade	98	Hispanic	9%	ELL	8%
3 <sup>rd</sup> Grade	115	American Indian-Alaskan Native	1%	LEP	8%
4 <sup>th</sup> Grade	118	White	51%	Special Education	13%
5 <sup>th</sup> Grade	111	Two or More Races	4%	Gifted/Talented	8%
6 <sup>th</sup> Grade	107				
Total	729				

Our attendance rate was 97.6% for 2017-2018. The campus attributes its high attendance rate to a strong partnership with families and a focus on high quality education.

### Demographics Strengths

Marion Elementary has many strengths. Some of the most notable demographic strengths include:

1. 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. 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.

2. The attendance rate is 97.6%.
3. Students at Marion Elementary are very accepting of new students.
4. Marion Elementary has a low mobility rate.
5. Students and staff benefit from a diverse student population.

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

**Problem Statement 1:** Target additional support for at-risk students such as: EL, Sped, and Low SES to increase achievement.

## Student Achievement

### Student Achievement Summary

All schools in Texas must meet standards set in three state accountability domains. For the 2017-18 school year, Marion Elementary "Met Standard" for each domain and overall.

- **Overall:** Scaled Score 95- Met Standard
- **Student Achievement:** Scaled Score 93- Met Standard
- **School Progress:** Scaled Score 88- Met Standard
- **Closing the Gaps:** Scaled Score 100- Met Standard

2017-2018 STAAR Reading Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 <sup>rd</sup> Grade	95%	67%	38%
4 <sup>th</sup> Grade	88%	63%	44%
5 <sup>th</sup> Grade	93%	76%	48%
6 <sup>th</sup> Grade	94%	70%	49%

2017-2018 STAAR Math Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 <sup>rd</sup> Grade	93%	72%	45%
4 <sup>th</sup> Grade	91%	69%	52%
5 <sup>th</sup> Grade	95%	81%	59%
6 <sup>th</sup> Grade	95%	88%	64%

2017-2018 STAAR Writing Performance Summary			
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	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
4 <sup>th</sup> Grade	85%	62%	22%

2017-2018 STAAR Science Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
5 <sup>th</sup> Grade	90%	65%	32%

### Student Achievement Strengths

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

- Achieved "Met Standard" in all three domains
- Achieved "Met Standard" overall rating
- Earned Distinction Designations:
  - Comparative Academic Growth
  - Comparative Closing the Gaps

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Increase the number of students who demonstrate one or more years worth of growth in all content areas.

**Problem Statement 2:** Increase the number of students who demonstrate masters grade level on STAAR.

## School Culture and Climate

### School Culture and Climate 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 teachers and staff and their commitment to supporting all learners. Our campus has worked hard to establish a culture "Where Mavericks Lead" each and every day.

### School Culture and Climate 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

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Provide strategies for staff to support student behaviors and consistency.

**Problem Statement 2:** Practice proactive measures to create and maintain a positive campus environment.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

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 Quality, Recruitment, and Retention Strengths**

Marion Elementary strengths include:

- 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

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Develop a learning culture around the Professional Learning Community process.

**Problem Statement 2:** Provide job-embedded professional learning opportunities to build capacity and support continuous improvement.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment 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 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.

### **Curriculum, Instruction, and Assessment Strengths**

Marion Elementary 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
- Team planning time is used effectively to design lessons
- Vertical Team meetings are held every 9 weeks to discuss strengths and weaknesses
- Assessments are aligned to the standards
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Bi-monthly Core Student Intervention Team meet to review data
- Small group instruction is based on student needs
- Structured intervention/enrichment times for students are held on a daily basis
- Data talks are led by instructional leadership with necessary teachers to review data and develop intervention plans

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Provide protected collaborative planning time for teachers.

**Problem Statement 2:** Provide staff opportunities to have a deeper understanding of standards in order to support student growth.

## Parent and Community Engagement

### Parent and Community Engagement Summary

Marion Elementary has strong family and community involvement. Parents report that they feel welcomed at Marion and appreciate their students being recognized for good character. Families also shared that they feel informed of the various events at Marion. There is an emphasis of welcoming new families to Marion Elementary.

### Parent and Community Engagement Strengths

Marion Elementary strengths include:

- 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
- 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 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 KN
  - Annual Heritage Night
  - STEAM Night
  - Grade level performances
  - Daily Watch DOGS (1-2 volunteers per day)
- Frequent communication with parents regarding student progress
- Grade level newsletters

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Provide multiple opportunities for parental feedback regarding campus activities.

## School Context and Organization

### School Context and Organization Summary

Marion Elementary has systems in place to maximize instructional time and numerous avenues for staff input. Marion leadership teams are involved in the decision-making process which support our learning environment. Teachers have common planning time each day to collaborate and design instruction. Additional collaborative meetings occur regularly throughout the year which are focused on student achievement and student growth.

Marion Elementary also has various support structures available for students before school (study hall), during school (intervention block), and after school (tutoring). Students have many leadership opportunities which include: Student Council, safety patrol, K-MAV news, Girls Breakaway, Boys Turning To Men, and Fuel-up to Play 60.

### School Context and Organization Strengths

Marion Elementary strengths include:

- Master schedule designed to maximize instructional time
- Intervention block included in master schedule to target specific learning needs
- Study Hall available each week to provide students additional time to complete work or receive extra support
- Tutoring is provided for additional targeted support
- Common team planning time is dedicated for collaboration
- Regular data meetings are held to review student progress
- Numerous opportunities for students to be involved in campus and leadership activities
- Teachers participate in various leadership opportunities throughout the campus and district
- Lesson plans are monitored weekly to support instructional alignment

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Additional training needed for Professional Learning Communities in order to implement with fidelity and increase teacher knowledge and student achievement.

# Technology

## Technology Summary

Marion Elementary has a variety of technology options available to support and enhance student learning. Technology use is consistent throughout the campus so that students are able to use devices and programs across subject areas and grade levels. Technology is embedded in daily instruction to support student learning and to encourage critical and creative thinking skills.

## Technology Strengths

Marion Elementary strengths include:

- A variety of devices are available for students including: desktop computers, laptops, ipads
- A variety of applications are used which include but not limited to:
  - Digital portfolios
  - Google Classroom
  - Seesaw
  - QR codes
  - Google Expeditions
  - Nearpod
  - Green Screen
- Students participate in a yearly technology boot camp which focuses on digital citizenship, password usage, and maintenance of technology.
- Staff is eager to learn and share new technology with students and each other.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Provide staff opportunities to collaborate and share ideas regarding technology use.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified 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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# Goals


**Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.**

**Performance Objective 1:** Marion Elementary will maintain or increase the number of students meeting or exceeding the student performance expectations on state assessments in all subject areas.

**Evaluation Data Source(s) 1:** Classroom, District, and State Assessment Data, Observations, Lesson Plans, PLC Collaboration, Study Hall Attendance, Tutoring Attendance, Intervention Artifacts, i-Station, DRA2, Imagine Math

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Identify and address areas of improvement needed to close performance gaps for all students and all student groups.	Teachers, Administration, CIS, Instructional Coaches	Increase in targeted instruction in all subjects and for all student groups.				
2) Support and expand Professional Learning Communities in analyzing data and making instructional changes.	Teachers, Administrators, CIS, Instructional Coaches	Deeper conversations and collaboration resulting in better understanding of student expectations and increased achievement.				
3) All teachers will plan and implement purposeful small group instruction based on a variety of data.	Teachers, Administrators, Instructional Coaches	Consistent use of small group instruction resulting in increased student achievement.				
4) Provide tutors and targeted resources to provide additional academic support for Tiered and EL students.	Teachers, Administrators, SSI teacher, EL teachers	Increase in targeted instruction based on student needs resulting in higher student achievement.				
Funding Sources: School Excellence Initiative - 7000.00						
5) Provide dedicated time to teachers weekly to plan effective instruction with instructional coaches.	Teachers, Administration, Instructional Coaches	Increased knowledge base in content areas resulting in innovative and effective lessons.				
6) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Administrators, Teachers, AIM teacher, CIS	Increased achievement levels for gifted learners.				
Funding Sources: Gifted/Talented - 69000.00						


7) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Administrators, Teachers, CIS	Increase in at-risk students making progress to meet grade level expectations.				
	Funding Sources: Comp Ed - 149000.00					
8) Provide supplemental learning experiences and services for special education students to support individual learning needs.	Administrators, Teachers, Case Managers	Increase in special education students making progress to meet grade level expectations.				
	Funding Sources: Special Education - 476000.00					
						

**Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.**

**Performance Objective 1:** Marion Elementary will build a welcoming campus culture by providing opportunities for families to connect and contribute.

**Evaluation Data Source(s) 1:** Surveys, Attendance numbers, observations

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Increase efforts to effectively communicate and collaborate with families.	Administrators, Staff	Growth in positive partnerships between school and home.				
2) Develop staff's capacity to recognize and promote opportunities for family collaboration.	Administration, Staff	Increased family involvement and collaboration.				
3) Provide opportunities to recognize and celebrate our diverse student populations.	Administrators, Teachers, LMS, Committee Representatives	Increased involvement from diverse student populations.				
						

**Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.**

**Performance Objective 1:** Marion Elementary will focus on cultivating an environment that values and implements Professional Learning Communities.

**Evaluation Data Source(s) 1:** Classroom, District, and State Assessment Data, Observations, Lesson Plans, PLC Artifacts, Data Dives

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide professional learning opportunities to teachers (i.e. consultants, book study, protected collaborative time, and other professional developments).	Administrators, Teachers, Academic Team Leaders, Instructional Coaches	Increased staff knowledge of PLC resulting in: collaboration, better understanding of curriculum, improved teaching strategies, creation of aligned assessments.				
2) Identify opportunities for teacher leadership through the PLC process.	Administrators, Teachers, Team Leaders, Instructional Coaches	Increased staff morale, knowledge, and student achievement.				
3) Create a data wall to be used during PLCs to identify academic trends for all grade levels.	Administrators, Teachers, Instructional Coaches	Deeper understanding of how to analyze data and make informed instructional decisions.				
						

# Campus Funding Summary

<b>School Excellence Initiative</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$7,000.00
<b>Sub-Total</b>					\$7,000.00
<b>Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$149,000.00
<b>Sub-Total</b>					\$149,000.00
<b>Gifted/Talented</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$69,000.00
<b>Sub-Total</b>					\$69,000.00
<b>Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$476,000.00
<b>Sub-Total</b>					\$476,000.00
<b>Grand Total</b>					\$701,000.00