

Allen Independent School District
Marion Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: September 23, 2019

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	18
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.	18
Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.	21
Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.	23
Campus Funding Summary	25

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 16th year with over 600 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	73	African American	11%	Economically Disadvantaged	10%
1 st Grade	92	Asian	25%	At-Risk	20%
2 nd Grade	83	Hispanic	10%	ELL	8%
3 rd Grade	103	American Indian-Alaskan Native	1%	LEP	8%
4 th Grade	110	White	48%	Special Education	13%
5 th Grade	110	Two or More Races	6%	Gifted/Talented	8%
6 th Grade	111	Native Hawaiian-Pacific Islander	.3%		
Total	686				

Our attendance rate was 96.9% for 2018-2019. 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 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. 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's parent and student organizations continue to grow each year.

Additional strengths include:

1. Attendance rate is 96.9%.
2. Marion Elementary has a low mobility rate.
3. Students and staff benefit from a diverse student population.
4. Staff retention has increased from previous years. All staff members are highly qualified, certified, and committed to continuous improvement.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: Provide opportunities for new families and students to become involved in our school.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in three state accountability domains. For the 2018-2019 school year, Marion Elementary "Met Standard" for each domain and overall.

- **Student Achievement:** 92
- **School Progress:** 77
- **Closing the Gaps:** 81
- **Overall:** 89
- **Rating:** B

2018-2019 STAAR Reading Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 rd Grade	86%	56%	38%
4 th Grade	90%	69%	40%
5 th Grade	92%	80%	58%
6 th Grade	85%	62%	35%

2018-2019 STAAR Math Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 rd Grade	95%	75%	40%
4 th Grade	84%	67%	47%
5 th Grade	94%	78%	61%
6 th Grade	96%	81%	53%

2018-2019 STAAR Writing Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
4 th Grade	81%	51%	19%

2018-2019 STAAR Science Performance Summary

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
5 th Grade	91%	75%	43%

Student Academic 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

Problem Statements Identifying Student Academic 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.

Problem Statement 3: Increase the number of students who demonstrate one or more years worth of growth in reading.

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.

Marion Elementary has unique opportunities beginning with the 2019-2020 school year and the renovation of our building. This year Marion will pilot new technologies for students through personalized technology which will continue support and enhance student learning. Technology use at Marion is embedded in daily instruction to support student learning and to encourage critical and creative thinking skills. Other opportunities include: expanded library, individual/small group learning spaces, and multi-use learning spaces to encourage 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.

Campus and district administration is committed to providing students and staff with the time, tools, and support needed for an optimal learning environment.

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 are 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
 - 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.

Marion Elementary **Personnel** 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
- 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
- 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 School Processes & Programs Needs

Problem Statement 1: Expand the processes and practices of Professional Learning Communities.

Problem Statement 2: Dedicated time to understand learning standards and best instructional practices to support student growth.

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 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.

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.

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

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 Perceptions Needs

Problem Statement 1: Vertically align behavior expectations across grade levels.

Problem Statement 2: Build character education for students.

Priority Problem Statements

Problem Statement 1: Provide opportunities for new families and students to become involved in our school.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase the number of students who demonstrate one or more years worth of growth in all content areas.

Root Cause 2:

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Increase the number of students who demonstrate masters grade level on STAAR.

Root Cause 3:

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Increase the number of students who demonstrate one or more years worth of growth in reading.

Root Cause 4:

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Expand the processes and practices of Professional Learning Communities.

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Dedicated time to understand learning standards and best instructional practices to support student growth.

Root Cause 6:

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Vertically align behavior expectations across grade levels.

Root Cause 7:

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Build character education for students.

Root Cause 8:

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Target support for at-risk students such as: EL, Sped, and Low SES to increase achievement.

Root Cause 9:

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- 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
- Local diagnostic math assessment 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
- Texas approved Prekindergarten and Kindergarten assessment data

- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, and gender 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

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 increase the number of students meeting or exceeding the student performance expectations by 5% 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, CFAs, Student Success Binders

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Identify areas of improvement needed to close performance gaps for all students	Administration, Teachers, CIS, Instructional Coaches	Increase in targeted instruction for individual students based on performance levels.				
Problem Statements: Student Academic Achievement 1, 2, 3						
2) Teachers will plan and implement targeted small group instruction based on multiple data sources.	Administrators, Teachers, Instructional Coaches	Consistent small group instruction based on student needs resulting in increased student achievement.				
Problem Statements: Student Academic Achievement 1, 2, 3						
3) Provide supplemental supports and resources to provide additional academic support for tiered students.	Administrators, Teachers, SSI teacher	Increase in targeted instruction based on student needs resulting in higher student achievement.				
Problem Statements: Demographics 1 - Student Academic Achievement 1						
Funding Sources: School Excellence Initiative - 7200.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
4) Provide supplemental supports and resources to provide additional academic support for EL students.	Administrators, Teachers, EL Teachers	Increase in targeted instruction based on student needs resulting in higher student achievement.				
	Problem Statements: Demographics 1 Funding Sources: Title III - 2500.00					
5) Provide dedicated time to teachers weekly to plan effective instruction, create common formative assessment and/or review data with instructional coaches.	Administrators, Teachers, Instructional Coaches	Increase best practices, content knowledge and student expectations for success resulting in higher student achievement.				
	Problem Statements: School Processes & Programs 2					
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.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: Gifted/Talented - 71000.00					
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.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2 Funding Sources: Comp Ed - 142000.00					
8) Provide supplemental learning experiences and services for special education students to support individual learning needs.	Administrators, Teachers, Case Managers, Instructional Coaches	Increase in special education students making progress to meet grade level expectations.				
	Problem Statements: Demographics 1 Funding Sources: Special Education - 475000.00					
9) Provide monthly dedicated time for teachers, Core Team, and Instructional Coaches for Data Dives.	Administrators, Instructional Coaches, Core Team	Deeper understanding of student learning, state standards, assessments which results in action plans to increase student success.				
	Problem Statements: School Processes & Programs 2					
10) Create targeted instructional support based on student data.	Administrators, Instructional Coaches, Teachers	Increase in student achievement.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Target support for at-risk students such as: EL, Sped, and Low SES to increase achievement.
Student Academic Achievement
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.
Problem Statement 3: Increase the number of students who demonstrate one or more years worth of growth in reading.
School Processes & Programs
Problem Statement 2: Dedicated time to understand learning standards and best instructional practices to support student growth.

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

Performance Objective 1: Marion Elementary will continue to build a positive campus culture which promotes collaborative relationships among students, staff, and community.

Evaluation Data Source(s) 1: Social and Emotional Learning instruction, office referrals, surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide dedicated time weekly for students to engage in Social and Emotional Learning instruction (SEL).	Administrators, Teachers, Counselor	Growth in collaborative relationships between students and staff.				
Problem Statements: Perceptions 1, 2						
2) Increase efforts to communicate and engage with families to support SEL.	Administrators, Teachers, Counselors	Increase partnerships between school and home.				
Problem Statements: Demographics 2						
3) Streamline communication efforts across all grade levels to support families' understanding of Marion's learning opportunities, events, etc.	Administrators, Teachers	Increase families understanding of their child's learning experiences.				
Problem Statements: Demographics 2						
4) Provide professional learning opportunities to staff throughout the year to develop a common language and strengthen the understanding of SEL.	Administrators, Counselors	Create a community of connection through relationships to best support students' needs.				
Problem Statements: School Processes & Programs 1, 2 - Perceptions 2						
5) Expand Wellness committee to include monitoring of SEL implementation and effectiveness.	Administrators, Teachers	Increase in parent understanding of SEL and provide input opportunities for staff on success of SEL.				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Provide opportunities for new families and students to become involved in our school.

School Processes & Programs
--

Problem Statement 1: Expand the processes and practices of Professional Learning Communities.
--

Problem Statement 2: Dedicated time to understand learning standards and best instructional practices to support student growth.

Perceptions

Problem Statement 1: Vertically align behavior expectations across grade levels.


Problem Statement 2: Build character education for students.

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 expanding the processes and practices of 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 monthly dedicated time for teachers to participate in PLCs to review data, plan instruction and create action plans for student learning.	Administrators, Teachers, Instructional Coaches	Increased collaboration among all staff resulting in higher student achievement.				
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2						
2) Provide professional learning opportunities for teachers to increase their capacity with PLCs.	Administrators, Teachers, Team Leaders, Instructional Coaches	Increase staff knowledge of PLC implementation resulting in: collaboration, better understanding of curriculum, improved instructional strategies, creation of aligned assessments, deeper data analysis.				
Problem Statements: School Processes & Programs 1						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
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.
Problem Statement 3: Increase the number of students who demonstrate one or more years worth of growth in reading.
School Processes & Programs
Problem Statement 2: Dedicated time to understand learning standards and best instructional practices to support student growth.
Problem Statement 1: Expand the processes and practices of Professional Learning Communities.

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$7,200.00
Sub-Total					\$7,200.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$142,000.00
Sub-Total					\$142,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$2,500.00
Sub-Total					\$2,500.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$71,000.00
Sub-Total					\$71,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$475,000.00
Sub-Total					\$475,000.00
Grand Total					\$697,700.00