

Allen Independent School District

Norton Elementary

2022-2023 Campus Improvement Plan



NORTON

K N I G H T S

Mission Statement

The mission of Norton Elementary is to educate and empower the whole child by equipping each student with a strong foundation and creating contributing citizens who meet the challenges of tomorrow.

Vision

Norton Knights...

Doing more than we have to – to be the best that we can be!

Value Statement

We believe that every child is capable of learning when met at their level and inspired to reach their highest potential.

We believe that all children learn differently and deserve an environment in which they are nurtured and challenged to reach their full academic, social, and emotional potential.

We believe in providing a safe climate and setting high expectations for citizenship and academic standards for all members of the Norton community.

We believe that all students are part of a larger community which holds them accountable for their academic and behavioral success.

We believe that as teachers we must create an environment where students are willing to take risks.

We believe that staff members work most effectively when we are an integrated team devoted to our students and supportive of each other's strengths and areas of expertise.

We believe that open and ongoing communication between all stakeholders (internal and external) is vital in the education of students.

We believe that parents are a critical partner in their child's education.

We believe student success comes from a partnership with families based on trust, respect, and educational professionalism.

Today I will be a Knight in shining armor.

I will do MORE than I have to.

I will treat others the way I want to be treated.

I will be the best that I can be.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Norton Elementary is located in Allen ISD and houses grades K-6 as well as one section of Special Education Resource 2 and one section of therapeutic behavior support. The demographic information provided from 2021-2022 PEIMS data indicates student enrollment of 673 for the previous school year with the following student groups:

- African American - 8%
- Asian - 34%
- Hispanic - 12%
- Two or More Races - 5%
- White - 41%

Norton's student population consists of 13% English Language Learners, 13% eligible for Special Education services, and 16% qualifying for Gifted and Talented services. At Norton, 29% of students are considered to be At-Risk.

The percentage of students categorized as Economically Disadvantaged is 13%. While the percentage of students categorized as Economically Disadvantaged declined from the previous year, this is likely attributed to the U.S. Department of Agriculture providing meals to all students free of charge through June 30, 2022. This effort alleviated the need for families to complete free/reduced lunch applications, which is used as the indicator of students who qualify as Economically Disadvantaged.

Norton is primarily a neighborhood school. Substantial building of single-family homes and apartment complexes has increased student enrollment rapidly over the past few years.

Norton staff members are generally experienced educators, with 53% of educators having at least 11 years of teaching experience. The Norton staff members are composed of 86% Caucasian, 5% African American, and 7% Hispanic. The majority of Norton staff members are female, at 94%.

Demographics Strengths

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

- Norton Elementary is well supported by Allen ISD through robust Learner Services and Special Services departments.
- Enrollment is rapidly increasing in the areas served by Norton Elementary, as building of both homes and apartment complexes continues.
- Neighborhood communities are very supportive of the school, and there is a high level of volunteerism from parents and other family members.
- Diversity is evident within the campus population, and Norton students are accepting of others with different race and/or ethnicity.
- Norton has a strong school culture with the MORE program, teaching and recognizing positive behavior throughout the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students who are identified as at-risk is increasing at Norton Elementary. **Root Cause:** Challenges posed from the unique learning environment due to the pandemic, in conjunction with changes in student populations.

Student Learning

Student Learning Summary

In 2022, Norton Elementary received an "A" Accountability Rating from the Texas Education Agency. The school achieved an "A" rating in the area of "Closing the Gaps" as well.

Norton Elementary students scored the following on the 2021-2022 STAAR exams.

	Reading	Math	Science
3rd grade 2022 STAAR	AP: 96% ME: 82% MA:55%	AP: 90% ME: 70% MA: 43%	N/A
4th grade 2022 STAAR	AP: 84% ME: 70% MA: 43%	AP: 85% ME: 60% MA: 42%	N/A
5th grade 2022 STAAR	AP: 92% ME: 79% MA: 55%	AP: 92% ME: 75% MA: 57%	AP: 81% ME: 52% MA: 26%
6th grade 2022 STAAR	AP: 91% ME: 72% MA: 47%	AP: 95% ME: 81% MA: 51%	N/A

Based on the latest summative scores available, Norton Elementary students are academically strong, however learning gaps are evident after experiencing a year that was impacted by attendance and instructional differences. Students who struggle academically are identified, monitored, and provided intervention through the RtI process. Intervention is provided through small group or one-on-one instruction.

Student Learning Strengths

An analysis of Norton Elementary student achievement reveals the following areas of strength:

- Norton students increased their Reading STAAR scores from 2021 to 2022 in every category in every grade level.

- Overall Norton students indicated a high level of proficiency of grade level standards in reading, math, and science.
- The percentage of students who met Masters criteria increased in 6 of the 9 possible categories, indicating that we are meeting the needs of advanced learners.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students identified as being in the category of low-socioeconomic have shown a decrease in approaching grade level standards in reading and/or math. **Root Cause:** Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009)

Problem Statement 2 (Prioritized): Longitudinal data indicates declines in both math and science scores across several populations at Norton. **Root Cause:** The sequential nature of instruction in these subjects was likely interrupted during the pandemic.

School Processes & Programs

School Processes & Programs Summary

Norton Elementary is committed to helping each & every student grow. Norton's staff are highly qualified educators who seek to understand grade level curriculum requirements and best practices in instruction and consistently strive to increase their effectiveness in the classroom. Teachers work together to plan lessons, create assessments, and discuss student work. Knowledge and use of data has improved in recent years, although additional work in this area continues.

Educators are involved in district level cadres for all content areas and several lead staff development sessions on campus and for the district; this upcoming year, staff members are leading all Growth Group Sessions. Teaching staff also work regularly with Allen ISD Instructional Specialists and campus-based Instructional Coaches in all content areas, including specialized behavior and Special Education personnel. A focus on Allen ISD's 6 Best Practices is the focus for the 2022-2023 school year, indicating Norton's continued commitment to improvement in instructional strategies.

Norton Elementary is focused on 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. Norton 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. The Core Student Intervention Team meets regularly to maintain a strong focus on meeting the needs of every child on campus. This consistent, intentional communication between staff members has positively impacted the ability of the Norton staff to provide the interventions necessary for each child to reach his or her full potential.

An update of technology hardware and networking services have allowed Norton staff and students to further develop their skills. In May of 2021, all Norton teachers were provided a Microsoft Surface to utilize for instructional planning, professional development, and classroom instruction. In fall of 2021, all Norton students were provided a laptop or Chromebook to utilize for educational purposes. Classrooms are equipped with interactive whiteboards and other various technology tools that foster a collaborative and communicative learning environment.

In order for these programs to run efficiently, new processes, schedules, and organizational systems have been put into place at Norton. These systems are designed to maximize instructional time and facilitate meaningful and impactful small group intervention.

Alongside academic and instructional programs, social emotional learning is a priority at Norton Elementary and is built into the master schedule. Through the MORE Program, Second Step Curriculum, and Rhithm app, Norton educators make the social emotional health of their students a top priority.

School Processes & Programs Strengths

The continued success of the Norton Elementary campus is a direct reflection of the utilization of research based best practices, making data-driven decisions, and caring for the social-emotional well-being of students. Some of the strengths that lead to this success include:

- Access to technology that fits within the scope of grade level TEKS and allows for collaboration among students
- Technology is utilized for core instruction, differentiation, and assessment purposes
- Safe educational environment
- Effective Core Student Intervention Team
- District and state assessments are effectively utilized to identify strengths and areas for improvement
- Educators use assessment data in a timely manner for identification of necessary interventions and to drive planning of core instruction
- Student progress is closely monitored and plans for support are implemented in a timely manner
- Campus schedules are developed to maximize instructional time
- Campus focus on building/maintaining strong relationships and social-emotional learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A larger percentage of students are struggling with peer and teacher interactions, resulting in a higher number of discipline issues. **Root Cause:** Students are lacking the social emotional skills to respond appropriately when faced with adverse situations.

Perceptions

Perceptions Summary

Educators at Norton Elementary are committed to the continuous improvement and maintenance of campus & community culture. As Norton continues to grow, students and families are welcomed to the campus in a collaborative process between the school and the PTA with resources designed to explain the processes & procedures in order to help them feel welcomed and comfortable. Coffee with the Principals is offered regularly throughout the school year, as an opportunity for parents to gain insight into school programs, as well as engage in reciprocal conversation with campus administrators.

Norton Elementary has a very active PTA that involves a large percentage of the school community. Annual events involving Norton parents and families include World Culture Day, Book Fair, Allen Eagle Run, Veterans Day, and Watch DOGS. Numerous parent volunteers work each week throughout the school year in various capacities throughout the Norton campus. Parents are involved in decision-making through the PTA Board and the Campus Improvement Team. Regular communication occurs between the school and the community via newsletters, school website, emails, and social media posts.

Norton Elementary has a strong culture-building program known as MORE, which teaches and subsequently recognizes students for positive behavior, in addition to connecting students to peers and staff members, forming a cohesive and collaborative school environment that crosses classes, grade levels, and cliques. Norton's older students have the ability to participate in leadership opportunities, including a Leadership Camp, peer mentorship opportunities, Tech Squad, interview and resume prep sessions, yearbook club, honor choir, and KNN broadcast team. Each afternoon at Norton, students can be found remaining on campus after the bell has rung, participating in staff-led UIL practices, campus-based clubs, volunteer opportunities, or tutoring. Student-driven projects, such as a free-standing community library, student-maintained garden beds, and a kindness rock garden are all examples of ways that Norton students do MORE to continuously improve the school climate.

Community partnerships with local organizations provide food, clothing, school supplies, and other necessities for students and families who are in need; a Care Closet has been created at Norton in order to better organize and support our students and their families. Local businesses show their support for Norton through donations of food, gifts, money, and volunteerism.

Every morning, each Norton student says the Norton Creed. This creed guides Norton students and staff as they make decisions, interact with one another, and strive to do MORE than they have to.

*Today, I will be a knight in shining armor.
I will do more than I have to.
I will treat others the way I want to be treated,
and I will be the best that I can be.*

Perceptions Strengths

The Norton Elementary community is actively involved in supporting the school. Parents and community members have numerous opportunities to be involved in school activities that support the academic, social, and emotional well-being of Norton students. The following strengths are noted:

- High volunteerism from parents and families
- Very large turnout and volunteerism for special school events
- Multiple service projects available for student participation, as well as recognition for service projects conducted outside of school
- Multiple levels of teacher outreach support parent and family relationships
- The MORE campaign recognizes positive behavior and has increased the number of positive relationships between students and teachers
- Staff members collaborate effectively to support students who have academic, behavioral, and social-emotional needs

Priority Problem Statements

Problem Statement 2: The number of students who are identified as at-risk is increasing at Norton Elementary.

Root Cause 2: Challenges posed from the unique learning environment due to the pandemic, in conjunction with changes in student populations.

Problem Statement 2 Areas: Demographics

Problem Statement 1: Students identified as being in the category of low-socioeconomic have shown a decrease in approaching grade level standards in reading and/or math.

Root Cause 1: Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009)

Problem Statement 1 Areas: Student Learning

Problem Statement 3: A larger percentage of students are struggling with peer and teacher interactions, resulting in a higher number of discipline issues.

Root Cause 3: Students are lacking the social emotional skills to respond appropriately when faced with adverse situations.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Longitudinal data indicates declines in both math and science scores across several populations at Norton.

Root Cause 4: The sequential nature of instruction in these subjects was likely interrupted during the pandemic.

Problem Statement 4 Areas: Student Learning

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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Norton Elementary educators will contribute to the academic success of all students by focusing on Tier 1 instruction that centers around Allen ISD's 6 Best Practices.

Evaluation Data Sources: Classroom, district, and state assessment data, as well as observations, lesson plans, and progress monitoring.

Strategy 1 Details	Reviews			
<p>Strategy 1: Educator teams will participate in Growth Group PLCs that focus on Allen ISD's 6 Best Instructional Practices, using this knowledge in the creation and implementation of daily lessons plans.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teacher leaders, Campus Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 2</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: The number of students who are identified as at-risk is increasing at Norton Elementary. Root Cause: Challenges posed from the unique learning environment due to the pandemic, in conjunction with changes in student populations.</p>
Student Learning
<p>Problem Statement 2: Longitudinal data indicates declines in both math and science scores across several populations at Norton. Root Cause: The sequential nature of instruction in these subjects was likely interrupted during the pandemic.</p>

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

Performance Objective 2: Norton Elementary educators will provide targeted, differentiated instruction based on analysis of student data.

Evaluation Data Sources: Classroom, district, and state assessment data, as well as observations, lesson plans, and progress monitoring. Tutoring and small group records.

Strategy 1 Details	Reviews			
<p>Strategy 1: Norton educators will work collaboratively with Instructional Coaches to analyze student data and map out intervention plans for Tier 2 & Tier 3 instruction.</p> <p>Strategy's Expected Result/Impact: Academic growth of all students</p> <p>Staff Responsible for Monitoring: Classroom teachers Instructional coaches Campus administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: Supplementary Instructional Support and Resources- - Comp Ed: State Special Allotment - \$74,909</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Norton Elementary educators will provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Additional enrichment opportunities for gifted and talented students</p> <p>Staff Responsible for Monitoring: AIM Teachers Classroom teachers</p> <p>Funding Sources: Supplementary Instructional Support and Resources- Gifted and Talented - GT Allotment - \$77,762</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Norton Elementary educators will provide learning experiences and services for special education students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Increase in performance of special education students on district and state assessments.</p> <p>Staff Responsible for Monitoring: Special Education Staff Administrators</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supplementary Instructional Support and Resources - Special Education: State Special Allotment - \$537,702</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Norton Elementary educators will provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Increase in performance of dyslexia students on district and state assessments.</p> <p>Staff Responsible for Monitoring: Dyslexia teachers Administrators</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Dyslexia: State Allotment - \$43,905</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Norton Elementary educators will provide targeted, differentiated learning experiences and services for English Language Learners to support individual learning needs, promote language acquisition, and increase academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased scores on TELPAS tests Increase in participation and performance in classroom Increase in performance on district & state assessments.</p> <p>Staff Responsible for Monitoring: CIS, SSI teacher, ESL teacher, classroom teachers, Instructional coaches, Campus administration</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Bilingual/ESL: State Special Allotment, - Title III EL</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Norton Elementary will prioritize intervention for students in grades Kindergarten and 1st, in an effort to provide early intervention and prevent learning gaps from occurring.</p> <p>Strategy's Expected Result/Impact: Short term: Increased MAP growth scores Long term: Increased STAAR scores</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, intervention teachers, classroom teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The number of students who are identified as at-risk is increasing at Norton Elementary. Root Cause: Challenges posed from the unique learning environment due to the pandemic, in conjunction with changes in student populations.</p>
Student Learning
<p>Problem Statement 1: Students identified as being in the category of low-socioeconomic have shown a decrease in approaching grade level standards in reading and/or math. Root Cause: Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009)</p> <p>Problem Statement 2: Longitudinal data indicates declines in both math and science scores across several populations at Norton. Root Cause: The sequential nature of instruction in these subjects was likely interrupted during the pandemic.</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: Norton Elementary educators will implement various technology platforms and digital tools to enhance instruction, increase differentiation, promote active student engagement, and teach technology skills needed for future success.

Evaluation Data Sources: Classroom data, lesson plans, observations, district and state assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Norton Elementary educator teams will create & implement a Technology Boot Camp which will introduce all relevant technology platforms to every student.</p> <p>Strategy's Expected Result/Impact: Increased student proficiency across all applicable educational platforms Increased classroom productivity</p> <p>Staff Responsible for Monitoring: Campus administrators, campus technician, librarian, classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Norton Elementary educators will participate in professional development focused on students becoming producers with technology rather than consumers; these practices will then be implemented regularly in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased student proficiency and creativity across all applicable educational platforms Increased student participation and engagement</p> <p>Staff Responsible for Monitoring: Campus administrators, campus technician, librarian, classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Norton Elementary students will participate in lessons focused on safe, responsible technology usage.</p> <p>Strategy's Expected Result/Impact: Fewer discipline issues related to technology. More productive instructional use of technology.</p> <p>Staff Responsible for Monitoring: Counselor, school administrators, classroom teachers, campus technician, librarian.</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Students will actively participate in discussions, programs, and lessons centered around college, career, & military readiness.

Evaluation Data Sources: Lesson plans, observations, survey results, formative and summative feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in a variety of campus and district planned activities that focus on future-ready skills, including special guests, family events, lessons from the counselor, and weekly segments on the morning announcements.</p> <p>Strategy's Expected Result/Impact: Creation of a common language around future-ready skills on our campus Increase in student awareness of post-secondary choices</p> <p>Staff Responsible for Monitoring: Campus administrators, counselor, classroom teachers, librarian</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will utilize the platform Xello throughout the school year to begin exploring options for future careers.</p> <p>Strategy's Expected Result/Impact: Students will have a common vocabulary and common experiences as they move from grade to grade. Students will be exposed to career opportunities. Students will gain or strengthen future-ready skills necessary for life after high school.</p> <p>Staff Responsible for Monitoring: Counselor, school administrators, classroom 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>				

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: Norton Elementary staff members will create a strong campus climate by focusing on the social and emotional development of students.

Evaluation Data Sources: Rhithm data, lesson plans, observations, survey results, formative and summative feedback, academic measures, clinic data, attendance rates, discipline data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Norton Elementary classroom teachers will provide targeted social emotional instruction utilizing Second Steps curriculum to support the social emotional learning of all students.</p> <p>Strategy's Expected Result/Impact: Decreased conflict between students Increased feelings of community and connectedness for students and staff Increased emotional regulation & emotional intelligence of students</p> <p>Staff Responsible for Monitoring: Classroom teachers Counselor Campus Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All Norton staff members and students will participate in the newly revamped MORE program.</p> <p>Strategy's Expected Result/Impact: Increased feelings of community and connectedness for students and staff Increased relationships with families and community members</p> <p>Staff Responsible for Monitoring: Classroom teachers Counselor Campus Administrators AIM Teacher (MORE leader)</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Norton Elementary staff members will have a greater awareness of students' social emotional needs through the consistent utilization of Rhithm.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of students' social emotional needs Improved intervention response to students in crisis Improved Tier 2 intervention for social emotional needs</p> <p>Staff Responsible for Monitoring: Classroom teachers Counselor Campus Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: All Norton staff will be trained in, and will subsequently implement, a new behavior plan for the campus, created by a collaborative team of current Norton classroom teachers.</p> <p>Strategy's Expected Result/Impact: Classroom teachers having more confidence in their options for discipline issues Classroom teachers feeling more supported with discipline issues Lower numbers of discipline referrals for the campus Decreased conflict between students Increased feelings of community and connectedness for students and staff Increased emotional regulation & emotional intelligence of students</p> <p>Staff Responsible for Monitoring: Campus administrators, counselor, classroom teachers</p> <p>Problem Statements: School Processes & Programs 1</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 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: A larger percentage of students are struggling with peer and teacher interactions, resulting in a higher number of discipline issues. Root Cause: Students are lacking the social emotional skills to respond appropriately when faced with adverse situations.</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 2: The percentage of Third Grade students that score at Meets Grade Level or above on STARR Reading will increase from 82.05% to 85% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Reading results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers of primary students will receive professional learning related to best practices in the area of early literacy. Training will be provided through processes developed by the Texas Education Agency.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of literacy intervention in primary teachers Academic progress of primary students</p> <p>Staff Responsible for Monitoring: Primary classroom teachers Instructional coaches Campus administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers of primary students will utilize MAP Growth Reading data to determine specific deficit areas for individual students. Data will be used to provide core, small group, and intervention instruction.</p> <p>Strategy's Expected Result/Impact: Academic progress of primary students</p> <p>Staff Responsible for Monitoring: Primary classroom teachers Instructional coaches Campus administrators</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Norton staff will 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: Academic progress in primary literacy resulting in improved student</p>	Formative			Summative
	Sept	Dec	Mar	May

achievement

Staff Responsible for Monitoring: Primary Classroom Teachers
Intervention Support Staff
Administrators

Funding Sources: - Early Education: State Allotment - \$115,569



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The number of students who are identified as at-risk is increasing at Norton Elementary. **Root Cause:** Challenges posed from the unique learning environment due to the pandemic, in conjunction with changes in student populations.

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: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 80.77% to 83.5% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Math results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers of primary students will utilize MAP Growth Math data to determine specific areas of need for individual students. Data will be used to provide core, small group, and intervention instruction.</p> <p>Strategy's Expected Result/Impact: Academic progress of primary students</p> <p>Staff Responsible for Monitoring: Primary classroom teachers Instructional coaches Campus administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 2</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
<p>Problem Statement 1: The number of students who are identified as at-risk is increasing at Norton Elementary. Root Cause: Challenges posed from the unique learning environment due to the pandemic, in conjunction with changes in student populations.</p>
Student Learning
<p>Problem Statement 2: Longitudinal data indicates declines in both math and science scores across several populations at Norton. Root Cause: The sequential nature of instruction in these subjects was likely interrupted during the pandemic.</p>

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3			\$115,569.00
Sub-Total					\$115,569.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$43,905.00
Sub-Total					\$43,905.00
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
Sub-Total					\$0.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplementary Instructional Support and Resources-		\$74,909.00
Sub-Total					\$74,909.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplementary Instructional Support and Resources		\$537,702.00
Sub-Total					\$537,702.00
Title III EL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
Sub-Total					\$0.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Supplementary Instructional Support and Resources- Gifted and Talented		\$77,762.00
Sub-Total					\$77,762.00