

**Allen Independent School District**  
**Reed Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

Allen ISD:

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential.

Reed Elementary:

Reed Elementary is a family of learners. We are dedicated to achieving excellence by giving our personal best. Our diverse learning community promotes the critical thinking, problem-solving, and perseverance necessary for students to be successful members of society and future leaders!

## Vision

Allen ISD:

Where Eagles Soar

Reed Elementary:

Reed Elementary - Inspiring Success!

## Core Beliefs

Allen ISD Goals:

Transform the traditional classroom into an innovative learning experience that meets the needs of the individual learner.  
Transform the learning environment by increasing rigor and encouraging innovation so that students become effective problem solvers.  
Integrate effective communication through advancing technologies and develop interpersonal skills throughout the learning environment.  
Foster sustainable opportunities for every person to become a responsible and engaged citizen.

Reed staff believe:

In a collaborative, professional learning community.

In a strong relationship between families and school.

In maintaining a positive, respectful environment built upon high morale that transfers from staff to students to community.

In our commitment to effective communication that is respectful and meaningful.

Innovative instruction empowers Reed Owls to soar into the global future.

Our students will be well-rounded citizens who continue to grow.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Reed Elementary is a 40 year old, K-6th grade campus in Allen ISD. Reed is one of 18 elementary schools in Allen ISD. Resource 2 Special Education Classroom is offered at Reed Elementary. Student enrollment at Reed remains stable with entity counts at 473 for the start of the 2022-2023 school year. Below is the breakdown of Reed's demographics:

#### Race/Ethnicity

| Race/Ethnicity    | Enrollment |
|-------------------|------------|
| African American  | 13.5%      |
| Hispanic          | 23%        |
| White             | 65.1%      |
| American Indian   | .6%        |
| Asian             | 9.5%       |
| Pacific Islander  | 1.5%       |
| Two or More Races | 9.7%       |

#### Enrollment by Student Group

| Student Group             | Enrollment |
|---------------------------|------------|
| Economically Disadvantage | 38%        |
| English Language Learners | 15.2%      |
| Special Education         | 40.5%      |
| 504                       | 21.9%      |
| Gifted                    | 7%         |
|                           |            |

#### Enrollment by Gender

| Student Group | Enrollment |
|---------------|------------|
| Male          | 52%        |
| Female        | 48%        |

### Class Size Averages

| Grade Level  | Average Size |
|--------------|--------------|
| Kindergarten | 14.9         |
| Grade 1      | 17.8         |

| <b>Grade Level</b> | <b>Average Size</b> |
|--------------------|---------------------|
| <b>Grade 2</b>     | <b>14.8</b>         |
| <b>Grade 3</b>     | <b>14.8</b>         |
| <b>Grade 4</b>     | <b>17.4</b>         |
| <b>Grade 5</b>     | <b>17.4</b>         |
| <b>Grade 6</b>     | <b>18.6</b>         |

The following highlights Reed's strengths with staff quality, recruitment, and retention:

Professional Capacity:

- Instructional Coaches
- Behavior Specialist
- Professional conference attendance
- Out of district learning opportunities
- District and Region 10 staff development
- Collaboration with intervention staff
- Quarterly data disaggregation meetings
- Professional resources
- Observations with feedback
- Collaborative staffing with support personnel
- Behavior support team
- Care Coordinator

Social Capacity:

- New Teacher (Rookie Rallies)
- Mentor/Mentee/Buddy Assignments
- Social events through Sunshine Committee
- Recognition of staff
- Vertical Action Teams
- Friday pep rally

**Demographics Strengths**

Some of the demographic strengths related to Reed Elementary include:

- A rich representation of viewpoints and cultures
- Class enrollment sizes are lower than the state ratio
- Diverse student enrollment that is celebrated regularly
- Attendance rate aligns with the district's average and is consistently above the state percentage
- Recipients of multiple teacher grants to enhance classroom engagement, instruction, and student learning through the Foundation for Allen Schools

The following highlights Reed's strengths with staff quality, recruitment, and retention:

- Needs-based professional development occurs
- Robust curriculum with pacing calendars
- Variety of instructional resources and materials for teachers to access
- Teacher-led professional development sessions
- Diverse years of teacher experience
- Survey results reflects teachers feel appreciated
- Teachers believe their work contributions are important
- Strong sense of commitment among team members
- All staff are highly qualified and certified for the area in which they are working

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

**Problem Statement 1:** Students exhibit gaps in their academic skills. **Root Cause:** Reed's mobility rate of 13.7% is above the district average. Systems need to be implemented to properly access newly enrolled students for targeted instruction.

**Problem Statement 2:** Poor academic progress with sub-populations compared to All Students. **Root Cause:** Lack of consistency of instructional practices among teams and vertical alignment between grade levels.

# Student Learning

## Student Learning Summary

At Reed Elementary, we believe to get into the mind of a child, one must first get into their heart. Building positive and trusting relationships with our students allows us to guide them in meaningful and challenging work that results in optimum learning. A teacher's passion to create a safe and rich learning environment inspires opportunities for students to express their unique gifts and talents each and every day. Due to COVID-19 campuses were not rated 2019 and 2020. Our students overall achievement steadily declined from 2012 to 2019, however, achieved growth in 2021-2022 school year. During 2021-2022 school year, Reed elementary recognized with two distinctions. A distinction in science as well as in comparative closing the gaps. As compared to other schools in Allen Independent School District, Reed tends to have achievement scores that are below the district average. Campus-based assessments, however, indicate that Reed Elementary's students are making progress throughout the year, which assist teachers with making instructional adjustments to close achievement gaps.

The following State of Texas Assessments of Academic Readiness (STAAR) scores for all grades show the percentage at Phase-In Satisfactory Standard or Above and the Advanced Level from Reed's accountability ratings for the 2021-2022 school year:

|           | READING |       |        | MATH  |       |        | SCIENCE |       |        |  |  |  |
|-----------|---------|-------|--------|-------|-------|--------|---------|-------|--------|--|--|--|
|           | A GL%   | M GL% | Ma GL% | A GL% | M GL% | Ma GL% | A GL%   | M GL% | Ma GL% |  |  |  |
| 3rd Grade | 85%     | 57%   | 37%    | 83%   | 58%   | 31%    |         |       |        |  |  |  |
| 4th Grade | 70%     | 52%   | 20%    | 78%   | 55%   | 32%    |         |       |        |  |  |  |
| 5th Grade | 89%     | 69%   | 47%    | 88%   | 64%   | 38%    | 81%     | 56%   | 31%    |  |  |  |
| 6th Grade | 75%     | 46%   | 25%    | 88%   | 57%   | 23%    |         |       |        |  |  |  |

Based on Reed's School Report Card from 2021-2022:

- African American students performed at 68% for all subjects compared to 83% of **Reed's All Students**.
- Approaches, Meets, and Masters Grade Level is significantly **below the district average by up to 21%**.
- Progress of Prior-Year Non-Proficient Students in Reading (28%) and Math (33%) scored below district and state averages.
- The average of 5th graders scoring Approaches Grade Level on 1st administration of Reading 88.1% and Math equal 86.4% which is lower than the district average of 87%.
- Cumulative Met Standard of all administrations of 5th grade Reading and Math averaged to 45.5% compared to the district average of 66.5%.

## Student Learning Strengths

Reed Elementary consistently makes decisions based on data and supporting individual needs of students. Some specific areas of celebration in student achievement include:

- Reed teachers continuously monitor student progress by administering formative assessments throughout the school year.



- Staff regularly meet with Instructional Coaches to plan lessons supporting grade level TEKS.
- Growth has been seen in math with the Hispanic population increasing from an academic growth score of 64% to 84% in Approaches Grade Level and 36% to 70% in Meets Grade Level in 3rd grade.
- Students in the economically disadvantaged group made progress in math in 2018. In math, scores in Meets and Masters increased.
- The Asian sub-population increased from 42% to 59% in Masters Grade Level in 6th grade Math from 2018.
- Students receiving special education and English Language support showed an increase in proficiency from 2017 to 2019 in reading and math.
- Teachers provide tutoring as needs arise through out the year.

Reed strives to work extensively in early identification of student academic and social emotional needs and providing effective, systematic intervention opportunities which includes:

- School-wide Target Time Intervention
- Regularly Scheduled Grade Level Collaboration
- Before and After School Intervention
- State Approved Intervention Resources
- Special Education Tutoring
- Social Emotional Learning Curriculum

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** 32% of African-American students did not meet the grade level standard for the 2021-2022 school year. **Root Cause:** Teachers will benefit from building stronger relationships with students

**Problem Statement 2:** 2021-2022 data shows the growth target of 67% for white students at Reed, which did not meet the growth target of 69%. **Root Cause:** Tier 1 students lack direct, systematic and differentiated instruction. Teachers will benefit from strategies to increase levels of student engagement.

**Problem Statement 3:** Students are performing below grade level in core content areas. **Root Cause:** Reed's mobility rate of 13.7% causes gaps in obtaining consistent instruction on grade level skills.

# School Processes & Programs

## School Processes & Programs Summary

Reed Elementary has processes, structures, and decision-making in place that support quality teaching and learning. The CNA team reviewed data and determined that the student population is more mobile than the average school in the district. While the population of students who are considered at-risk has risen over recent years, instructional soundness and integrity continue to be of utmost importance among the staff. Vertical, as well as, horizontal alignment are important considerations for teaching and learning at Reed. The structure of the campus focuses on holding all students to high academic and behavioral expectations so that the elementary learning experience can prepare students for the larger world context in the future. Student growth is a priority for the campus and instructional decisions are made based on peer-reviewed research and data analysis.

A number of programs and procedures at Reed have an impact on student achievement. The Master Schedule starts at 7:45 in order to maximize daily instructional time. Reed's Master Schedule allows for increased core instruction time and minimized interruptions to blocks. The intervention schedule is based on a rotation where all students at every level receive either structured RTI or targeted enrichment. Dedicated weekly instructional planning and PLC time allows for teachers to address topics directly pertaining to student achievement - e.g. CFAs, assessment data, intervention and small groups, unit planning connected to essential standard.

Reed services students who fall into the following programs/groups:

| Category                   | Percentage |
|----------------------------|------------|
| Economically Disadvantaged | 38%        |
| Special Education          | 40%        |
| English Language Learners  | 15%        |
| Gifted and Talented        | 7%         |
| Dyslexia                   | 11%        |

Social emotional learning is a focus at Reed for 2022-2023 school year. In order to address multiple SEL issues, Second Steps lessons are taught on a weekly basis in K-5 classrooms. This time is built into the campus master schedule. The Second Steps curriculum, CHAMPS, PBIS, cool down spots, buddy rooms and positive reinforcement are some ways the campus attempts to address student needs within the classroom as opposed to removing students from their learning environment. A 5th/6th student survey showed that this year students felt 19% more comfortable coming to their teachers with issues as opposed to the previous year. Also, serious, disruptive behaviors or other SEL issues are handled by the Behavior Specialist, Counselor, Special Education Teachers or the Administrators within a 24 hour time period.

## School Processes & Programs Strengths

The 2022-2023 organizational structure for Reed Elementary centers around protecting and maximizing learning time, such as:

- Protected, campus-wide planning time for grade level teams

- Instructional support
- Using data sources to analyze instruction and make informed decisions
- Curriculum documents and pacing guides provided by the district

The following highlights Reed's strengths in Curriculum, Instruction, and Assessment:

- Systems for RtI procedures with early identification of at-risk students
- New students assessed within one week of enrollment
- Special Education inclusion support services aligned with classroom instruction
- Collaboration meetings following data points to monitor student progress
- Effective, systematic restructuring of intervention opportunities for students at all levels
- Analysis of instructional data to drive instruction
- Consistent use of informal assessments to drive instructional practices
- Social Emotional Learning focus with district-wide curriculum
- Dedicated PLC Time
- Collaboration between general education and Special Education staff
- CHAMPS - common language and procedures
- Uninterrupted core instruction
- Implementation of "Brag Walks" to the office

The following highlights the School Context and Organization strengths:

- Building diverse teams to better meet the needs of students
- Implementation of new systems, procedures and routines
- Master Calendar enhances increased instruction time to accelerate learning
- Intervention blocks provide all students with systematic, direct instruction at their current levels in math and reading
- Duty rosters are well planned including substitutes to protect the teachers' time to plan while providing ample supervision

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Class and school behavioral disruptions occur that hinders teaching and learning. **Root Cause:** There is a lack of consistency in teaching PBIS expectations and holding students accountable for those expectations.

**Problem Statement 2:** Special Education students are losing instruction time due to high caseload numbers and serious disruptive behaviors. **Root Cause:** There is an increase of students with high needs in the resource classrooms.

**Problem Statement 3:** Increased demands on teachers impede adequate planning time. **Root Cause:** Required online courses, meetings, behavior and paperwork consumes teachers' time.

# Perceptions

## Perceptions Summary

At Reed Elementary, school culture is a valued aspect of student learning experiences. We recognize that in order for students to learn, they must feel confident that they are safe. Therefore, campus routines and procedures, as well as vocabulary used to describe these expectations are standard throughout the campus. Students and teachers know what to expect academically and socially. Based on student survey data from the spring of 2019, learners are secure that adults on campus care for and about them.

Many factors contribute to the collaborative culture at Reed. These factors include:

- Campus-wide procedures lend themselves to clarity and confidence throughout grade levels
- Efficient and effective school-wide practices of emergency drills
- Collaborative and partner instructional strategies
- No Bullying expectation across campus and district
- Reed staff trained in recognizing and assisting students with social-emotional needs
- Popsicles at the Park, Family Movie Nights, Family Heritage Night scheduled yearly
- Culture of celebrating each others' successes
- Community circles
- Guidance lessons with counselor
- Staff/student mentor partnerships
- Watch D.O.G.S. program

## Perceptions Strengths

The Reed community is one that bands together to support one another. Campus staff take pride in customer satisfaction and the relationships as well as student growth that stems from partnering with parents.

In addition:

- Students confidently interact with adults and utilize various means to empower themselves
- Reed Incident Reports accessible throughout the campus
- Students experience direct instruction in conflict-resolution skills
- Reflective practices are a campus expectation
- Adult supervision is a critical component at all times during the school day
- Students report feeling safe at school and that they have trusted adults to whom they can turn to as needed
- Staff hold students accountable for practicing good character traits
- An enhanced student recognition program to include multiple opportunities to shine

Students at Reed have access to multiple supports for intervening and positive reinforcement as well as restorative disciplinary practices. Some of these supports are listed below and have shown positive results.

- Visual reminders and supports
- PALS
- Goal Sheets
- PBIS/CHAMPS
- Peer Mentoring
- Peer Helpers
- Friday Rally

According to an anonymous survey, teachers feel supported with their work at Reed. They believe in their professional purpose and know that they are impacting society in a positive way. Teachers and staff who are new to Reed receive direct and indirect supports to help them successfully function and teach. Inexperienced teachers receive the following supports:

- Rookie Rallies
- Bell Mentors
- Reed Buddy
- Staff Development
- AISD New Teacher Traditions
- Comprehensive Reed Handbook

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Code of Conduct violations are committed significantly more often by male students than female students. The vast majority of these violations are due to physical aggression and insubordination. **Root Cause:** Students are coming to us with a lack of male role models in their homes. This results in unique needs that require additional resources and staff development for our teachers.

**Problem Statement 2:** Teachers struggle to build partnerships with parents which hinders efforts to hold students accountable at school and home. **Root Cause:** Teachers need to communicate on a consistent basis in a variety of ways that fosters parent involvement.







# Priority Problem Statements






# Goals

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

**Performance Objective 1:** Reed Elementary will sustain productive relationships with students, parents, and staff in order to celebrate a culture of high expectations.

**Evaluation Data Sources:** Local Accountability

| Strategy 1 Details   | Reviews   |   |   |                  |
|--|---|---|---|------------------|
| <p><b>Strategy 1:</b> Reed Staff will build relationships with students as well as communicate with parents about students' academic and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Building a strong level of trust with students and parents that supports high levels of student success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Reed Leads, Teachers, Support Staff</p> | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b>  | <b>Mar</b>  | <b>May</b>       |
|  |    |   |   |                  |
| Strategy 2 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 2:</b> Reed Staff will be encouraged to be members of PTA as well as participate in outreach events.</p> <p><b>Strategy's Expected Result/Impact:</b> Receive Golden Apple Award for 100% faculty membership.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>   | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b>  | <b>Mar</b>  | <b>May</b>       |
|  |    |   |   |                  |
| Strategy 3 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 3:</b> All teachers will send a newsletter as a mode of communication with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency among all grade levels will streamline and increase communication with parents to be an integral participant of their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers</p>   | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b>  | <b>Mar</b>  | <b>May</b>       |
|  |  |  |  |                  |
| Strategy 4 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 4:</b> Reed Elementary will employ a Care Coordinator to steward community donations in order to promote healthy and whole students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' basic needs will be met to support their academic and social emotional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Care Coordinator</p>                                 | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b>  | <b>Mar</b>  | <b>May</b>       |
|  |  |   |   |                  |








| Strategy 5 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 5:</b> Reed Staff will continue campus-wide PBIS and incorporate social emotional instruction within the school day to help foster appropriate behaviors conducive to learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in disruptive behaviors, less office referrals, and increased student recognition opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Teachers</p>   | Formative   |     |     | Summative |
|  | Sept  | Dec | Mar | May       |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 332 661 380">  No Progress         </div> <div data-bbox="762 332 980 380">  Accomplished         </div> <div data-bbox="1079 332 1331 380">  Continue/Modify         </div> <div data-bbox="1432 332 1629 380">  Discontinue         </div> </div> |   |     |     |           |



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

**Performance Objective 2:** Reed Elementary will ensure improvement in student learning by working in high performing, collaborative teams.








**Evaluation Data Sources:** STAAR Results, Distinctions Earned

| Strategy 1 Details   | Reviews  |            |            |                  |
|--|--|------------|------------|------------------|
| <p><b>Strategy 1:</b> Reed Staff will plan horizontally with their grade levels, as well as vertically with multiple grades to ensure that prerequisite skills are being addressed to close gaps and improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> More continuity within grade levels and campus-wide focus on best instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Intervention Staff, Teachers, Instructional Coaches</p>   | <b>Formative</b>   |            |            | <b>Summative</b> |
|  | <b>Sept</b>  | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|  |   |            |            |                  |
| Strategy 2 Details   | Reviews  |            |            |                  |
| <p><b>Strategy 2:</b> Reed Elementary will maximize staff's collective impact by scheduling specific times throughout the year for teachers to disaggregate current student data and target instruction on specific student expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will analyze and act on relevant student data to provide targeted instruction for each student.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Intervention Staff, Teachers</p>  | <b>Formative</b>   |            |            | <b>Summative</b> |
|  | <b>Sept</b>  | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|  |   |            |            |                  |
| Strategy 3 Details   | Reviews  |            |            |                  |
| <p><b>Strategy 3:</b> Reed Elementary will provide scheduled times for Professional Learning Communities (PLC) to focus on curriculum, best instructional practices, and effective intervention opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Faculty, Staff</p>  | <b>Formative</b>   |            |            | <b>Summative</b> |
|  | <b>Sept</b>  | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|  |  |            |            |                  |
| <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 1:** Allen ISD will cultivate a culture of excellence.

**Performance Objective 3:** Reed Elementary will maximize instructional time to protect the integrity of the learning environment and support social emotional growth of all students.




**Evaluation Data Sources:** Master Schedule, Target Time Groups, PBIS Implementation, Completion of 2nd Steps Curriculum, Love and Logic Implementation, Behavior Specialist schedule








| Strategy 1 Details   | Reviews   |            |            |                  |
|--|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> Reed Staff will lead students in daily morning circle meetings that focus on growing as collaborative learners.<br/> <b>Strategy's Expected Result/Impact:</b> Teachers will build a strong classroom community.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Teachers</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|  |    |            |            |                  |
| Strategy 2 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 2:</b> Reed Staff will use Ellevation techniques for increased student engagement to maximize instructional time.<br/> <b>Strategy's Expected Result/Impact:</b> There will be less idle time, increased time on task, and enriched learning experiences for all students.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Teachers</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|  |    |            |            |                  |
| Strategy 3 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 3:</b> Reed will employ a Behavior Specialist to support teachers with behavior intervention strategies and work with students on developing coping strategies to regulate their emotions.<br/> <b>Strategy's Expected Result/Impact:</b> Teachers will experience a decrease in disruptive behaviors and gain more instructional minutes.<br/> <b>Staff Responsible for Monitoring:</b> Administrators</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|  |  |            |            |                  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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:** Reed Elementary will provide instruction, intervention, and enrichment to accelerate learning for all students to meet or exceed the state targets for Closing the Gaps in Reading and Math.

**Evaluation Data Sources:** Assessment Results, Closing the Gaps Growth Status and Data Tables




| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Reed Elementary will utilize Target Time within the school day to enable every grade level teacher and support staff the opportunity to tutor, reteach, enrich, and extend student learning by providing focused, systematic instruction for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed progress on their MAP and mCLASS assessments. More students will be classified as Tier 1 learners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Intervention Specialist, Intervention Teachers, Teachers, Support Staff</p> | Formative   |     |     | Summative |
|   | Sept  | Dec | Mar | May       |
|   |    |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Reed Elementary will structure collaborative teams to disaggregate current data, target instruction on specific student expectations, and monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have targeted skills to teach during small group instruction to maximize students' individual growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Intervention Specialist, Campus Intervention Teachers, Teachers</p>  | Formative   |     |     | Summative |
|   | Sept  | Dec | Mar | May       |
|   |    |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Teachers will be trained on MAP and mCLASS assessment tools to identify students' targeted instructional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> BOY, MOY, and EOY data points will show academic growth in targeted objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Intervention Specialist, SSI Teacher, Teachers</p>   | Formative   |     |     | Summative |
|   | Sept  | Dec | Mar | May       |
|   |  |     |     |           |







| Strategy 4 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 4:</b> Reed will provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards future ready success.<br><b>Strategy's Expected Result/Impact:</b> Students will show academic growth on district and campus assessments.<br><b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers      | Formative   |     |     | Summative |
|  | Sept  | Dec | Mar | May       |
|  |  |     |     |           |
| Strategy 5 Details   | Reviews   |     |     |           |
| <b>Strategy 5:</b> All teachers will teach the TEKS to the appropriate depth of knowledge and maintain the rigor to prepare all students to achieve or exceed a year's growth.<br><b>Strategy's Expected Result/Impact:</b> Student achievement will improve.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Support Staff, Instructional Coaches                  | Formative   |     |     | Summative |
|  | Sept  | Dec | Mar | May       |
|  |  |     |     |           |
| Strategy 6 Details   | Reviews   |     |     |           |
| <b>Strategy 6:</b> Teachers will use district initiated online programs that adapt to individual students' present levels of performance in Reading and Math.<br><b>Strategy's Expected Result/Impact:</b> Teachers will incorporate Amplify, Edmentum, and Dream-box into their instructional time.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators                           | Formative   |     |     | Summative |
|  | Sept  | Dec | Mar | May       |
|  |  |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue |   |     |     |           |

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

**Performance Objective 2:** Reed Elementary will provide support and resources to improve achievement of students served in special programs.

**Evaluation Data Sources:** TELPAS Scores, IEP Progress Reports, Classroom Assignments

| Strategy 1 Details  | Reviews   |            |            |                  |
|---|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of academic progress for students identified as Gifted and Talented.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, AIM Teacher, Teachers</p> <p><b>Funding Sources:</b> - GT Allotment - \$45,872</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|   |    |            |            |                  |
| Strategy 2 Details  | Reviews   |            |            |                  |
| <p><b>Strategy 2:</b> Provide learning experiences and services for special education students to support individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional minutes in the general education setting will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Diagnostician, Case Managers, Teachers</p> <p><b>Funding Sources:</b> - Special Education: State Special Allotment - \$593,708</p>                                   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|   |    |            |            |                  |
| Strategy 3 Details  | Reviews   |            |            |                  |
| <p><b>Strategy 3:</b> Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of academic progress for students identified as at-risk.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, CIS, SSI Teachers, Teachers</p> <p><b>Funding Sources:</b> - Comp Ed: State Special Allotment - \$143,355</p> | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|   |  |            |            |                  |




| Strategy 4 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 4:</b> Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on TELPAS resulting in students moving to monitor status.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, English Language Facilitator, Teachers</p> <p><b>Funding Sources:</b> - Bilingual/ESL: State Special Allotment - \$50</p>  | Formative  |     |     | Summative |
|  | Sept   | Dec | Mar | May       |
|  | <br>20% |     |     |           |
| Strategy 5 Details   | Reviews  |     |     |           |
| <p><b>Strategy 5:</b> Provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of academic progress for students identified as dyslexic.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, DT Teachers</p> <p><b>Funding Sources:</b> - Dyslexia: State Allotment - \$47,923</p>   | Formative  |     |     | Summative |
|  | Sept   | Dec | Mar | May       |
|  | <br>25% |     |     |           |
| <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 as learners and focus on individual growth.

**Performance Objective 1:** The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Reading will increase from 50% to 60% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** District Assessment Results, STAAR Results, Progress Monitoring Data Points

| Strategy 1 Details   | Reviews   |            |            |                  |
|--|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Kindergarten students will be on or above grade level in literacy foundational skills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Kindergarten Teachers</p> <p><b>Funding Sources:</b> - Early Education: State Allotment - \$37,535</p> | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|  |    |            |            |                  |
| Strategy 2 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 2:</b> Staff will monitor RtI systems in place to ensure fidelity of the process, appropriate referrals to RtI, and implementation the Elementary Intervention Curriculum Resources for literacy improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be appropriately placed and served through the RtI process.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CIS, SSI Teachers, Teachers</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|  |    |            |            |                  |
| Strategy 3 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 3:</b> MAP and mCLASS data will be used to guide instruction and to support teachers with planning specifically for individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will plan purposeful lessons that incorporates differentiation and small group instruction. Student achievement on STAAR Reading will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Classroom Teachers, Instructional Coach, SSI Teacher</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|  |  |            |            |                  |

| Strategy 4 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 4:</b> Reed teachers will meet weekly with the ELA Instructional Coach to receive support on Guided Reading, Readers/Writers Workshop and implementation of a Balanced Literacy Approach in their classrooms daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Student literacy achievement will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach</p>  | Formative   |     |     | Summative |
|  | Sept  | Dec | Mar | May       |
|  |  |     |     |           |
| Strategy 5 Details   | Reviews   |     |     |           |
| <p><b>Strategy 5:</b> Utilize Flocabulary to enhance student learning experiences, promote language acquisition, improve vocabulary and academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of academic progress for students. Increased achievement on TELPAS resulting in students moving to monitor status.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Classroom Teachers, Instructional Coach, SSI 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> |   |     |     |           |

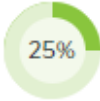
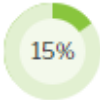
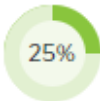


**Goal 3:** Allen ISD will empower students as learners and focus on individual growth.

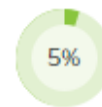
**Performance Objective 2:** The percent of 3rd grade students that score at Meets Grade Level or above on STAAR Math will increase from 63.89% to 67% by 2024.

**HB3 Goal**


**Evaluation Data Sources:** District Assessment Results, STAAR Results, Progress Monitoring Data Points


| Strategy 1 Details  | Reviews   |            |            |                  |
|---|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> Data meetings will be held to assist teachers in identifying the math target areas needed for all students to show progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective plans and goals will be in place to support students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CIS, SSI Teachers, Teachers</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|   |    |            |            |                  |
| Strategy 2 Details  | Reviews   |            |            |                  |
| <p><b>Strategy 2:</b> Staff will monitor RtI systems in place to ensure fidelity of the process, appropriate referrals to RtI, and implementation the Elementary Intervention Curriculum Resources for math improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be appropriately placed and served through the RtI process.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CIS, SSI Teachers, Teachers</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|   |    |            |            |                  |
| Strategy 3 Details  | Reviews   |            |            |                  |
| <p><b>Strategy 3:</b> MAP data will be used to guide instruction and to support teachers with planning specifically for individual student needs in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will plan purposeful lessons that incorporates differentiation and small group instruction. Student achievement on STAAR Math will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Classroom Teachers, Instructional Coach, SSI Teachers</p> | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |
|   |  |            |            |                  |
| Strategy 4 Details  | Reviews   |            |            |                  |
| <p><b>Strategy 4:</b> Reed teachers will meet weekly with the Math Instructional Coach to gain a deeper understanding of the curriculum and best practices for math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Math proficiency and achievement on STAAR Math will increase.</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Dec</b> | <b>Mar</b> | <b>May</b>       |

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Campus Funding Summary

| Early Education: State Allotment           |           |          |                  |              |              |
|--|-----------|----------|------------------|--------------|--------------|
| Goal                                       | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 3  | 1         | 1        |                  |              | \$37,535.00  |
| <b>Sub-Total</b>                           |           |          |                  |              | \$37,535.00  |
| Dyslexia: State Allotment                  |           |          |                  |              |              |
| Goal                                       | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 2  | 2         | 5        |                  |              | \$47,923.00  |
| <b>Sub-Total</b>                           |           |          |                  |              | \$47,923.00  |
| Bilingual/ESL: State Special Allotment     |           |          |                  |              |              |
| Goal                                       | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 2  | 2         | 4        |                  |              | \$50.00      |
| <b>Sub-Total</b>                           |           |          |                  |              | \$50.00      |
| Comp Ed: State Special Allotment           |           |          |                  |              |              |
| Goal                                       | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 2  | 2         | 3        |                  |              | \$143,355.00 |
| <b>Sub-Total</b>                           |           |          |                  |              | \$143,355.00 |
| Special Education: State Special Allotment |           |          |                  |              |              |
| Goal                                       | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 2  | 2         | 2        |                  |              | \$593,708.00 |
| <b>Sub-Total</b>                           |           |          |                  |              | \$593,708.00 |
| GT Allotment                               |           |          |                  |              |              |
| Goal                                       | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 2  | 2         | 1        |                  |              | \$45,872.00  |
| <b>Sub-Total</b>                           |           |          |                  |              | \$45,872.00  |