

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



Mission Statement

Our Mission at Story Elementary is to welcome all students in an inclusive environment that empowers individuals to be active in their growth and build respectful relationships.

Vision

Where YOUR Story Begins

Value Statement

We Believe:

*All students will achieve their highest potential in a safe, nurturing, positive environment when taught at an instructional level that meets their individual needs.

*We are all lifelong learners who can achieve success when we collaborate and use innovative strategies in all aspects of learning.

*Effective communication among all administration, staff, parents, and students creates a risk-free partnership for student achievement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Overall, we feel that we have overcome a lot of the COVID obstacles of the past few years and are working to gain back ground with students and regain normalcy with events and building our community with our families. This year we refocused our goals towards progress on social/ emotional behaviors and overall felt like new initiatives were highly successful for regaining invaluable class time back for instruction. We continue to be highly family oriented as a staff as well as a community with our families. We are purposeful in making them feel welcome and want to continue to be thoughtful about including all students. Our staff is highly trained and we provide a vast amount of opportunities for staff to grow as educators. We continue to look for new ways to grow and learn as a staff. Our staff would like to continue learning about Restorative Practices and continue to improving our new behavior initiatives. Our staff would like to have a protocol to help us streamline procedures for interrupted intervention times due to absent staff members that are out ill or attending staffings or PD.

Demographics Strengths

- Story has many traditions that are embedded within our community and celebrated.
- Story welcomes new families and provides a supportive transition for students and their families.
- Story has a multi-staffed Interview Committee that has defined criteria of specific "look-fors" that supports bringing in high quality staff members.
- Story has utilized training in Restorative Discipline to provide lessons to shift our classroom mindset and start club incentives for students campus wide, and we have improved social/emotional behaviors school wide.
- Story has supportive staff and leadership. We all take care of each other. Story leadership is encouraging and genuinely cares for the staff professionally and personally.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Story teachers would benefit from utilizing new training/resources to put a structure in place to provide more consistency in intervention groups.

Problem Statement 2: Story teachers would benefit from continuing to develop and improve new behavior initiatives/training based off Restorative Practices to continue making them more effective for teachers and students.

Problem Statement 3: Story is seeing a slightly higher rate of enrollment changes. Our counselor will continue providing support during this transition for students and families.

Student Learning

Student Learning Summary

Story will continue to track growth and monitor our at-risk students so we can provide intentional instruction and small groups based on the individual needs of each student to help reach their expected growth on campus/district assessments and STAAR.

Story will continue intervention planning through flight school training, extended planning, and intentional vertical TEK targeting.

Story would like to increase our growth for all students and therefore will begin including demographic data within data talk meetings. This will allow us to better understand areas of focus and need.

HB3 Goals: Story is on track to meet 2024 goals. There is a need to continue to monitor and evaluate, create intentional assessments, and improve consistency in intervention for all student populations in order to adequately meet these goals.

Student Learning Strengths

- Story Elementary's intervention training (flight school, extended planning, and intentional vertical TEK targeting during planning with ICs) helped the teachers to be more purposeful and intentional with providing targeted instruction and intervention.
- Story Elementary teachers are really enjoying the intervention tools of Dreambox, Amplify, and Edmentum as a way to direct and track intervention for all students.
- Due to a declared state of emergency, Story Elementary teachers saw a decrease in 2021 STAAR results from previous years, however they are also seeing recognizable growth in 2022 BOY to MOY and STAAR Simulations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Story Elementary would benefit by focusing on students with low growth (all achievement areas) by continuing to focus on small group instruction, flight school training, intentional intervention, and purposeful enrichment.

Problem Statement 2: Story Elementary would benefit by including a focus on all student demographics, in addition to all achievement areas, by including demographics in data talks and flight school training.

School Processes & Programs

School Processes & Programs Summary

At Story we have a strong hiring and on-boarding program. In the past few years, we have worked on improving our mentor program for new teachers, and this has been extremely beneficial in helping new teachers get to know the processes and programs at Story and feel more at home.

At Story we are always working to improve our professional development based on the needs of our teachers. This year we began doing more PD that showcased our teachers and the great things they are doing. Next year, we would like to continue this process, continue to allow choice in our PD, and possibly redo previous professional development focused on learning about personalities and co-workers. One of our major PDs this year focused on implementing a new behavior program focused on restorative discipline practices. The staff feels that this program has drastically improved our students behavior and how teachers work with students; however, they do feel it would be beneficial to have further training on how to handle specific behavior situations.

Story has many programs to meet the needs of all of our learners, and the teachers in each of the programs do a great job collaborating with one another. The general education teachers do an excellent job of being proactive in reaching out to special areas when they need help. We have noticed that our population is changing, and we are beginning to have many more students with multiple pull-out needs. We hope that the implementation of two Fly Times next year will help ease the disruptions these pull-outs may cause to instructional time.

School Processes & Programs Strengths

- Story has a strong hiring and on-boarding program. Our Bell Mentor program is helpful for our new teachers, and at Story we retain our teachers.
- Story Elementary has a strong technology integration. Our Campus Tech is extremely organized and keeps our students' technology working so that we can use the devices when needed.
- Story Elementary has a strength at providing quality Professional Development. The time spent in August was a good blend between new learning and time to work in classrooms and collaborate with teams. PD this year has been focused on our campus needs and goals. We have been showcasing teachers and classrooms during professional development. This has helped teachers feel more empowered, and it has helped teachers get to know each other on different levels and learn from each other.
- Story Elementary's general education teachers and special area teachers work really well together to ensure the success of students in various programs (DT, SSI, ESL, HOPE, SPED). Classroom teachers are proactive in learning about their students and reaching out when they have a need.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Story has a lot of pull-outs for our students; this makes it hard to maximize our instructional minutes with our students.

Problem Statement 2: Story has focused on implementing a new behavior management system with restorative discipline. This has drastically improved behaviors, but some teachers still need practice.

Problem Statement 3: Story Staff felt the impact of covid when it came to creating opportunities for the teams and staff members to bond over the past two years.

Perceptions

Perceptions Summary

Overall, the Story staff feels that Story Elementary has a positive culture. We implemented Friday clubs that students enjoy, and it has had a positive impact on behavior, especially when looking at the low amount of office referrals we had. Students are generally here at school, but Fridays appear to be the most common day for absences. Administrators support and encourage staff and students, resulting in positive relationships around the school. Announcements contribute to the positive culture, where we are able to learn about other staff members and celebrate student achievements.

New staff feel that they can ask many different people questions and feel supported. We feel that special programs and classroom teachers are collaborative and work cohesively together. This year we have implemented more opportunities for teachers to go into each other's classrooms, but feel that we could improve on learning from one another with more teacher-led PDs. Another type of staff development that multiple areas feel is needed is how to address behaviors in the classroom more effectively so as to prevent disruptive behaviors, as well as protect learning time for all students. It was noted that the redirection has an effect on instruction and half the staff feels that they have had the training to address behaviors, but would like to have more, per the end of year survey.

We feel the communication is consistent across grade levels, and we have several ways of giving parents information. We feel that communication with parents is strong and that they are responsive via remind, email, newsletters, Twitter, and phone. We noticed that there is more parent involvement when PTA meetings are coupled with an event. We feel that having the option of Zoom meetings has been more convenient for both parents and teachers when it comes to PTA or parent meetings. We have lots of working parents, different cultural backgrounds, and still have many taking COVID precautions, resulting in lower parent involvement/ volunteers for PTA purposes. However, we do have a strong core of parents who volunteer, and we enjoy the Watch DOGS that have come to campus this year.

Perceptions Strengths

- Story Elementary has a strength in communicating information well to parents via multiple modes: email, phone, newsletters, Twitter, and Remind.
- Story Elementary teachers feel that we have positive and supportive relationships between classroom teachers, specials, FOCUS areas, and support staff to ensure student success.
- Story has a positive and welcoming culture to staff and others who come into our building. We greet each other in the hallway, have a supportive mentor program, and have opportunities in place to focus on student SEL and build relationships. These include frequent community circles and utilizing the announcements to learn about staff members and celebrate student achievements.
- Story Elementary implemented Falcon Friday clubs and it has had a positive effect on behavior management in our school.
- Story students are here; attendance is about 94% daily, with Friday being the most common day for absences.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Story Elementary staff would like to continue to learn about how to effectively handle and address behaviors in our classroom, with half the staff who participated in the end of year survey revealing that they would like to have more training to address behavior in their classroom.

Problem Statement 2: Story Elementary has parent support, but when it comes to volunteer opportunities, we have a small number who consistently volunteer. Lack of volunteers could be due to priority due to jobs or other obligations.

Priority Problem Statements

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Section 504 data
- Homeless 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

- Study of best practices

Goals

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

Performance Objective 1: Story Elementary will focus on growing all of our staff as leaders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Story Elementary will continue to focus on "showcasing" our teachers during our Professional Development throughout the year in order to build capacity in them as instructional leaders. Story teachers will go into 1 classroom 3 times over the year to observe targeted "watch fors" to gain knowledge.</p> <p>Strategy's Expected Result/Impact: Continued teacher and student growth</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Story Elementary will take some extra time to focus on team building within our campus since COVID did not allow "gatherings" or events to happen the past two years.</p> <p>Strategy's Expected Result/Impact: Team Collaboration and Community feel</p> <p>Staff Responsible for Monitoring: Administration</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 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 2: Through the course of the 2022-2023 school year, Story Elementary will continually tweak our efforts on school-wide expectations for all students regarding behavior.

Strategy 1 Details	Reviews			
<p>Strategy 1: Story will continue a behavior committee that will meet before school starts to create consistency throughout the school year. They will also meet every semester to discuss current issues, scenarios, and discipline referrals.</p> <p>Strategy's Expected Result/Impact: Decrease in Office Referrals</p> <p>Staff Responsible for Monitoring: Administration, Behavior Committee, and Counselor</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Story Elementary will continue to apply school wide expectations that use the Restorative Discipline approach.</p> <p>Strategy's Expected Result/Impact: Decrease in Office Referrals and increase in instructional time</p> <p>Staff Responsible for Monitoring: Administration and behavior committee</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Story Elementary will provide opportunities for our specialized teachers and classroom teachers to collaborate with each other to help each other create efficient, specific action plans when planning for our frequent, severe behaviors.</p> <p>Strategy's Expected Result/Impact: Decrease in Office Referrals and increase in instructional time</p> <p>Staff Responsible for Monitoring: Administration, case managers, teachers, HOPE teacher, and behavior committee</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 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 3: Story Elementary will continue to work on strengthening our community relationships.

Strategy 1 Details	Reviews			
<p>Strategy 1: Story Elementary will contact new families to ensure our new students and families receive the support needed as they transition to the Story Family.</p> <p>Strategy's Expected Result/Impact: New families will feel connected faster to our Story Community.</p> <p>Staff Responsible for Monitoring: Counselor, PEIMS, and Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Story Elementary will provide a Career Day in the Spring that will bring parents in to volunteer and share what path they chose and expose kids to different possibilities.</p> <p>Strategy's Expected Result/Impact: Story Students will be exposed to more opportunities available to them in the world so they can explore their passions.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, and Committee</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Story Elementary will explore ways to include parents in our Falcon Friday clubs when it comes to CTE, specifically with our 5th and 6th graders.</p> <p>Strategy's Expected Result/Impact: Story students will gain an even deeper exposure to careers or interests to help guide their professional decisions later in life,</p> <p>Staff Responsible for Monitoring: Administration, Counselor, and Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p>  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: Story Elementary will show progress on MAPS by focusing on small group instruction, intentional intervention, and engaging enrichment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Story will provide supplemental learning experiences for gifted learners in order to support enrichment opportunities and promote critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches, and AIM Specialist</p> <p>Funding Sources: - GT Allotment - \$63,972</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Story will provide learning experiences and services for our Special Ed students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, SSI teacher, EL teacher, DT teacher, GT teacher, SPED teacher, and classroom teachers</p> <p>Funding Sources: - Special Education: State Special Allotment - \$754,985</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Story will provide supplemental learning experiences and services for identified at risk students promoting academic achievement progressing towards high school Graduation.</p> <p>Strategy's Expected Result/Impact: Administration, Instructional Coaches, SSI teacher, EL teacher, DT teacher, GT teacher, SPED teacher, and classroom teachers</p> <p>Staff Responsible for Monitoring: District and State assessments will show progress</p> <p>Funding Sources: - CTE: State Special Allotment - \$223,197</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Story Elementary will provide supplemental learning experiences for Emergent Bilingual students promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, SSI teacher, EL Facilitator.</p> <p>Funding Sources: - Title III EL</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Story will provide teachers with opportunities and resources to support their understanding of the needs of diverse students so they can support their overall achievement (EB's, DT, SSI, SPED and GT).</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, SSI teacher, EL teacher, DT teacher, GT teacher, SPED teacher, and classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Story Elementary will provide collaborative planning on intervention during Flight School 1 time a week with teachers to help with intervention, small group instruction, and purposeful enrichment.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, SSI teacher, EL teacher, DT teacher, GT teacher, SPED teacher, and Classroom teachers</p> <p>Funding Sources: - Dyslexia: State Allotment - \$48,600</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Story Elementary will include demographic data in their instructional/data talks after assessments are completed and will be discussed during Flight School.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, SSI teacher, EL teacher, DT teacher, GT teacher, SPED teacher, and classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Story Elementary will implement a new Fly Time (intervention schedule) this year and provide two 30-minute intervention blocks to help ease kids from being pulled from content areas during the day.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p>	Formative			Summative
	Sept	Dec	Mar	May

Staff Responsible for Monitoring: Administration, Instructional Coaches, SSI teacher, EL teacher, DT teacher, GT teacher, SPED teacher, and classroom teachers



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2022-2023 school year, Story Elementary will establish, implement, monitor, and evaluate our at-risk students so we can provide instruction based on individual needs to help reach their expected growth on STAAR and MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Story Elementary will create targeted assessments that would be administered as needed by the teacher to provide data to help drive their instruction.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Story Elementary will create pre and post assessments to guide our intervention.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Story Elementary will continually track growth between district assessments and consistently utilize campus designed checkpoints to help drive targeted instruction.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Story Elementary will utilize goal setting and tracking to help students monitor their own growth.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Story Elementary will provide learning experiences and services for Dyslexic students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, DT teacher</p> <p>Funding Sources: - Dyslexia: State Allotment</p>	Formative			Summative
	Sept	Dec	Mar	May
	 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 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 3rd grade students that score at Meets Grade Level or above on STAAR Reading will increase from 55% to 60% by June 2024.

HB3 Goal

Evaluation Data Sources: 2022-2023 STAAR Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Story Elementary will create targeted assessments that would be administered as needed by the teacher to provide data to help drive their instruction.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize MAP Growth Reading and pre/post assessment data for K-2 to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction.</p> <p>Strategy's Expected Result/Impact: District and State assessment will show progress</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches, and classroom teachers</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>				

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 3rd grade students that score at Meets Grade Level or above on STAAR Math will increase from 62.32% to 65.50% by June of 2024.

HB3 Goal

Evaluation Data Sources: 2022-2023 STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Story Elementary will create targeted assessments that would be administered as needed by the teacher to provide data to help drive their instruction.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and classroom teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize MAP Growth Math and pre/post assessment data for K-2 to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction.</p> <p>Strategy's Expected Result/Impact: District and State assessments will show progress</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and classroom teachers</p> <p>Funding Sources: - Early Education: State Allotment - \$109,934</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>				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$109,934.00
Sub-Total					\$109,934.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$48,600.00
3	1	5			\$0.00
Sub-Total					\$48,600.00
CTE: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$223,197.00
Sub-Total					\$223,197.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$754,985.00
Sub-Total					\$754,985.00
Title III EL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
Sub-Total					\$0.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$63,972.00
Sub-Total					\$63,972.00