

Allen Independent School District



Marion Elementary

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

Where All Mavericks Lead

Value Statement

Marion Elementary's Beliefs:

We believe all students are **unique individuals** and deserve a high-quality education provided in a **nurturing, safe, supportive** environment

that cultivates a **love for learning** and allows each student to reach his or her potential.

We believe in the education of the whole child using **innovative, targeted instruction**, and research-based best practices to develop strong, **productive citizens**.

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

We believe in **positive, open lines of communication** between students, staff, and families that create a climate of trust and respect to establish strong

and **family-centered relationships, that are personal and intentional**.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with a summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision-making committee(s) meeting data
- State and federal planning requirements
- Covid-19 factors and/or waivers

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
- Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessment data
- Survey results
- Texas approved K - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged/non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Support systems and other Data
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Demographics

Summary

Marion Elementary is a KG-6th grade neighborhood school that opened in August 2003 with approximately 550 students. Our neighborhood is well-established and our enrollment is consistent. Our excellent attendance rate reflects the wonderful staff, students, parents, and community that make Marion Elementary a wonderful learning environment for all students. We have a very involved and active PTA and community engagement which all contribute to making Marion the school that it is. The chart below provides the distribution of current Marion students by grade level, ethnicity, and various student groups.

Student Profile Data 2024-2025					
Total Population		Ethnic Breakdown		Student Group Distribution	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	72	African American	13.7%	Economically Disadvantaged	17.15%
1st Grade	88	Asian	28.4%	At-Risk	22%
2nd Grade	90	Hispanic	15%	ELL	18.6%
3rd Grade	91	American Indian-Alaskan Native	0.8%	LEP	26.23%
4th Grade	93	White	35.1%	Special Education	20.33%
5th Grade	107	Two or More Races	21.9%	Gifted/Talented	8.35%
6th Grade	118	Native Hawaiian - Pacific Islander	0.3%	504	7.13%
Total	659				

Strengths

Marion Elementary has many strengths and unique qualities. Many families move into our area simply for Allen ISD and its reputable schools. Parents who move their children to Marion Elementary have shared that they search Allen ISD schools/ neighborhoods and choose Marion because of the reputation of a family-friendly environment, active PTA, and neighborhood school where most students walk/bike to school. Marion also celebrates diversity and strives to understand our community of learners. Because our families value education, we have many supportive parents and students who are committed to the academic and extra-curricular successes that our school offers. Marion Elementary provides a safe environment where students are challenged, treated with warmth and integrity, and encouraged to reach their potential. Marion's parent and student organizations continue to grow each year.

Additional Strengths include:

1. Attendance rate is 89.2%
2. Marion Elementary has a low mobility rate of 11.18%.
3. Students and staff benefit from a diverse student population
4. All staff members are highly qualified, certified, and committed to continuous improvement
5. Balance of varying years of experience among staff members.
6. Marion Elementary has access to Instructional Coaches and Student Support teacher staff.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 With Marion Elementary increasing the number of new students and families to the community, a focus is needed to maintain an inclusive environment for both current and newly enrolled students and families.	The attendance boundary changes will cause a high influx in student enrollment for the upcoming year.

★ = Priority

Student Learning

Summary

Marion Elementary believes in growing the whole student. In addition to academic skills, we teach the SEL curriculum and use community-building practices on a daily basis.

For the 2024-2025 school year, Marion Elementary performed as follows:

STAAR Reading Performance Summary

	Approaches Grade Level						Meets Grade Level						Master Grade Level					
	2019	2021	2022	2023	2024	2025	2019	2021	2022	2023	2024	2025	2019	2021	2022	2023	2024	2025
3rd Grade	86%	84%	93%	94%	93%	89%	56%	57%	70%	78%	85%	67%	38%	28%	45%	33%	52%	42%
4th Grade	90%	79%	92%	94%	90%	86%	69%	58%	64%	69%	70%	65%	40%	27%	26%	33%	36%	36%
5th Grade	92%	89%	98%	95%	96%	90%	80%	65%	79%	80%	82%	80%	58%	43%	40%	53%	55%	60%
6th Grade	85%	85%	87%	100%	94%	93%	62%	57%	68%	87%	79%	83%	35%	31%	47%	52%	54%	59%

STAAR Math Performance Summary

	Approaches Grade Level						Meets Grade Level						Master Grade Level					
	2019	2021	2022	2023	2024	2025	2019	2021	2022	2023	2024	2025	2019	2021	2022	2023	2024	2025
3rd Grade	86%	86%	92%	89%	90%	86%	56%	50%	78%	73%	70%	73%	38%	29%	53%	34%	50%	42%
4th Grade	90%	84%	86%	83%	80%	77%	69%	61%	57%	63%	54%	54%	40%	41%	34%	41%	33%	37%
5th Grade	92%	91%	86%	93%	94%	94%	80%	69%	62%	72%	80%	68%	58%	47%	28%	49%	42%	39%
6th Grade	85%	93%	96%	94%	86%	91%	62%	79%	74%	60%	68%	66%	35%	57%	41%	17%	30%	33%

STAAR Science Performance Summary

	Approaches Grade Level						Meets Grade Level						Master Grade Level					
	2019	2021	2022	2023	2024	2025	2019	2021	2022	2023	2024	2025	2019	2021	2022	2023	2024	2025
5th Grade	91%	89%	75%	83%	68%	76%	75%	46%	43%	56%	34%	26%	43%	26%	15%	29%	13%	10%

Strengths

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

- The "Approaching" standards category has remained high in all grade levels in reading and math.
- 3rd grade increased the percentage of "Meets" math scores from 70% in 2024 to 73% in 2025.
- 4th grade increased the percentage of "Masters" math scores from 33% in 2024 to 37% in 2025.
- 5th grade increased the percentage of "Approaches" science scores from 68% in 2024 to 76% in 2025.
- 5th grade increased the percentage of "Masters" reading scores from 55% in 2024 to 60% in 2025.
- 6th grade increased the percentage of "Approaches" math scores from 86% in 2024 to 91% in 2025.
- 6th grade increased the percentage of "Meets" reading scores from 79% in 2024 to 83% in 2025.
- 6th grade increased the percentage of "Masters" reading scores from 54% in 2024 to 59% in 2025.
- 6th grade increased the percentage of "Masters" math scores from 30% in 2024 to 33% in 2025.
-

Marion Elementary has a systematic approach to early identification of academic needs and providing targeted interventions.

- Every grade level has an intervention block built into the master schedule.
- The Student Support team provides Tier 2 and 3 interventions.
- Every grade level has data dives after district assessments.
- Instructional Coaches help teachers disaggregate data and plan TEKS-based interventions based on individual student needs.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Student achievement data reflects inconsistent growth across grade levels and content areas.	Inconsistent implementation of rigorous Tier 1 instructional practices, including differentiation and alignment across grade levels and content areas, has limited opportunities for students to make consistent growth from below to on and above grade level.
2★ Marion is continuing to show a decrease in performance standards in the area of mathematics.	There is a need at Marion to increase the use and effectiveness of the Math Workshop Model and small group instruction to address specific students' gaps and intervention needs.

★ = Priority

School Processes & Programs

Summary

Marion Elementary demonstrates a strong commitment to academic excellence through a culture of accountability, data-driven instruction, and aligned systems that support continuous improvement. Teachers implement the TEKS with fidelity using district curriculum resources and research-based programs such as HMH, mClass, Bluebonnet, Heggerty, and Springboard. Instruction is informed by ongoing formative and summative data, allowing for targeted re-teach, enrichment, and small group differentiation to meet the diverse needs of all learners. Professional Learning Communities, instructional coaches, and administrative support foster collaboration, build teacher capacity, and ensure a focus on both academic growth and the whole child.

The campus prioritizes equity and access through comprehensive support systems, including ESL, Special Education, Gifted and Talented, dyslexia services, and skill-based interventions. A strategically designed master schedule protects instructional time while embedding intervention opportunities and dedicated teacher planning for data-driven decision-making. Additional supports such as tutorials, summer programs, and enrichment opportunities—including fine arts, athletics, and social-emotional learning—enhance student engagement, confidence, and overall development.

Marion maintains a safe, structured, and supportive learning environment through strong classroom management and schoolwide systems such as PBIS, “Minutes Matter,” and “Mavs Up,” alongside restorative practices that build and sustain positive relationships. With highly effective staff, integrated technology, and collaborative learning spaces, Marion Elementary provides a comprehensive educational experience that promotes both academic success and the holistic development of every student.

Strengths

1. Strong culture of accountability among students and staff, with a clear focus on continuous academic improvement
2. Data-driven instructional practices that guide decision-making and allow for timely adjustments to meet student needs
3. Coherent, TEKS-aligned instructional framework supported by research-based programs (HMH, mClass, Bluebonnet, Heggerty, Springboard)
4. Effective use of ongoing formative assessment to monitor student progress and target instruction
5. Consistent implementation of small-group, differentiated instruction to support both remediation and enrichment
6. Comprehensive systems in place to support diverse learners, including ESL, Special Education, Gifted and Talented, and dyslexia services
7. Strong emphasis on equity and access through targeted, individualized instruction and tiered intervention supports

8. Dedicated teacher planning time that supports collaboration and data-driven instruction
9. Multiple layers of academic support, including tutorials, in-school interventions, and summer learning opportunities
10. Wide range of enrichment programs (fine arts, PE, music, SEL activities) that promote student engagement and holistic development
11. Effective counseling and SEL supports that address barriers to learning, improve behavior, and reduce absenteeism
12. Strong classroom management practices that reinforce positive behavior and maximize instructional time
13. Use of restorative practices to build relationships and maintain student engagement in the learning environment

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Despite a wide range of enrichment and SEL supports, some students continue to experience challenges with engagement, self-regulation, and maintaining consistent academic focus.	Variability in the fidelity of schoolwide SEL and behavior systems (PBIS, restorative practices), resulting in inconsistent student experiences across classrooms.
2 Teachers do not have structured time to collaborate with vertical teams to align on learning standards and instructional practices that support student growth.	The master schedule does not intentionally include dedicated time for vertical collaboration, limiting opportunities for teachers to align expectations, share strategies, and ensure continuity of learning across grade levels.

★ = Priority

Perceptions

Summary

Marion Elementary School fosters a warm, inclusive environment where every student feels valued, supported and welcomed. Students know their teachers genuinely care about them and are always available to listen, guide, and help when needed. Respect for others is a core part of our school culture, and students are encouraged to treat one another with kindness and understanding.

Marion has a long history of promoting a strong sense of belonging, where students feel socially accepted, safe, and proud to be part of the community. Students are eager to participate in activities and stay engaged both inside and outside the classroom. Friendships thrive, and students feel confident that they have peers who care about them.

Diversity is celebrated, and people of all cultures get along harmoniously, creating a welcoming atmosphere for everyone. Staff members are attentive, ensuring that each child is noticed and valued—so much so that when a student is absent, they know it is noticed and they are truly missed. Our dedicated staff values each child's academic growth as character development.

Marion is committed to building a strong, unified community through consistency across the entire campus. Our staff desires to work together to establish clear, shared norms that guide expectations and create a positive, supportive environment for everyone. As part of this vision, the school is rebranding itself as a family, where every member feels connected, valued, and supported.

Regular “family meetings” will play a key role in strengthening this sense of belonging. These gatherings will provide opportunities to reinforce expectations, celebrate successes, and build meaningful relationships among students and staff. Through consistency and a family-centered approach, the school strives to create a cohesive culture where everyone works together toward common goals. Overall, the school is a place where students feel cared for, included, and inspired to grow.

Strengths

Marion Elementary School has created a positive and connected campus environment by prioritizing clear and accessible communication for both staff and families. Information is easy to find and navigate, helping everyone stay informed and engaged. Our school has also increased opportunities for fun and connection through themed days, friendly competitions, and energizing rallies that bring the entire campus together and boost morale.

Programs like MAV awards motivate students, especially older ones, by recognizing their efforts and encouraging strong buy-in. These celebrations also help families feel more connected and involved in the school community. Overall, students feel seen, valued, and supported, and they know their teachers genuinely care about their success and well-being.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	While positive behavior systems and student trust are strong, staff lack consistent schoolwide alignment on behavior expectations, referral criteria, and restorative practices versus formal discipline. Establishing clear, uniform practices across all grades will create a predictable, fair environment for students and staff.	Over the past several years, the campus has experienced multiple changes in leadership and shifts in preferred practices, which have contributed to a lack of consistency and uniformity. This has created a need to reestablish clear direction, align expectations, and build a more cohesive approach moving forward.
2	To ensure workload balance and staff equity, Marion is working to redistribute campus responsibilities more fairly based on individual strengths and talents. This collaborative adjustment aims to build a supportive environment where all staff feel valued, empowered, and equally invested in the school's success.	The campus has experienced several leadership changes, which at times created gaps in how effectively the school adjusted and responded when challenges arose. However, systems and responsiveness have already improved significantly, and the school is continuing to build stronger, more proactive approaches to ensure ongoing success.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Student achievement data reflects inconsistent growth across grade levels and content areas.

Inconsistent implementation of rigorous Tier 1 instructional practices, including differentiation and alignment across grade levels and content areas, has limited opportunities for students to make consistent growth from below to on and above grade level.

2★

Marion is continuing to show a decrease in performance standards in the area of mathematics.

There is a need at Marion to increase the use and effectiveness of the Math Workshop Model and small group instruction to address specific students' gaps and intervention needs.

3★

Despite a wide range of enrichment and SEL supports, some students continue to experience challenges with engagement, self-regulation, and maintaining consistent academic focus.

Variability in the fidelity of schoolwide SEL and behavior systems (PBIS, restorative practices), resulting in inconsistent student experiences across classrooms.

4★

While positive behavior systems and student trust are strong, staff lack consistent schoolwide alignment on behavior expectations, referral criteria, and restorative practices versus formal discipline. Establishing clear, uniform practices across all grades will create a predictable, fair environment for students and staff.

Over the past several years, the campus has experienced multiple changes in leadership and shifts in preferred practices, which have contributed to a lack of consistency and uniformity. This has created a need to reestablish clear direction, align expectations, and build a more cohesive approach moving forward.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments data
- ☒ Texas approved 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
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Class size averages by grade and subject

Employee 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-TESS data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Marion Elementary will focus on learning opportunities that cultivate a culture of excellence and facilitate academic growth for all students, with at least 85% of students demonstrating one year's growth or more in Reading and Math as measured by district and state assessments.

Evaluation Data Source: District and state assessment data, observations, planning, PLCs, and progress monitoring

Strategy 1

Marion Elementary educators will leverage a variety of research-based best practices to strengthen Tier 1 instruction and support growth for all learners.

Strategy's Expected Result/Impact: Student achievement data and student growth will increase.

Staff Responsible for Monitoring: Admin, Instructional Coaches, Teachers, SSI

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Teachers will meet in professional learning communities to learn, share, and provide feedback regarding the implementation of differentiated instruction, assessments, student goal setting, data collection, and student progress.

Strategy's Expected Result/Impact: Thorough and more rigorous planning to meet varied needs of students and promote increased achievement.

Staff Responsible for Monitoring: Classroom teachers, SSI team, AIM, CIS, Instructional Coaches, Administration.

Formative Reviews

Some Progress

September

December

March

May

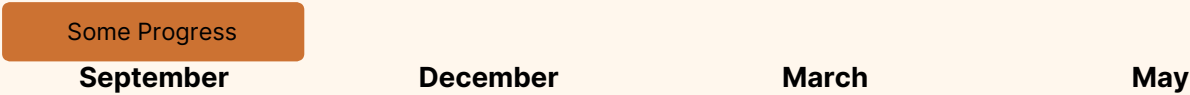
Strategy 3

Marion Elementary teachers will meet quarterly with team members and administration to plan intervention and enrichment lessons that support best practices and foster student growth.

Strategy's Expected Result/Impact: Thorough and more rigorous planning to meet varied needs of students and promote increased achievement.

Staff Responsible for Monitoring: Classroom teachers, SSI, CIS, Instructional Coaches, Administration.

Formative Reviews



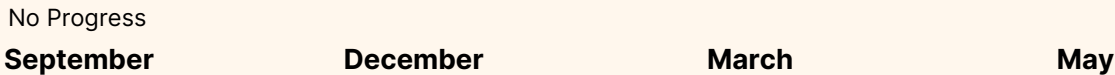
Strategy 4

Marion Elementary will provide learning experiences through Kinder - 2nd grade Masters Academy during enrichment activities to promote critical thinking and problem-solving.

Strategy's Expected Result/Impact: Additional enrichment opportunities for all students to grow in the area pf creativity, critical thinking and problem solving.

Staff Responsible for Monitoring: Admin, Grade level teachers, CIS, Instructional coaches, GT teacher

Formative Reviews



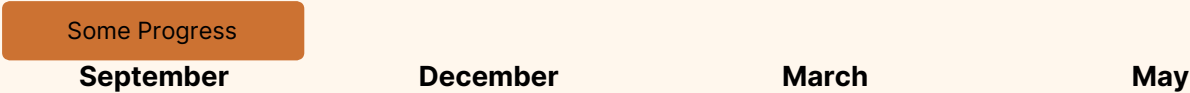
Strategy 5

Utilize the Allen ISD Exemplary Lesson Design Crosswalk to standardize instructional delivery, ensuring lessons are implemented with maximum fidelity and effectiveness.

Strategy's Expected Result/Impact: calibrated lesson delivery

Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches

Formative Reviews



Goal 2

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

Performance Objective 1

Marion Elementary students will be able to demonstrate self-awareness, self-management, social awareness, and relationship and leadership skills.

Evaluation Data Source: SEL, Community Circles

Strategy 1

Marion Elementary will continue implementation of Community Circles as a regular practice in every classroom.

Strategy's Expected Result/Impact: Enhancing student well-being, promoting inclusivity, and strengthening the sense of belonging within our school community.

Beginning of the year training, alignment and calibration.

MOY check in for support of implementation

EOY reflection of the process.

Staff Responsible for Monitoring: Counselor, Admin, Classroom teachers

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Empower students by engaging the Student Council, House Leaders, Safety Patrol, KMAV, and Library Crew. Set and review goals at the beginning and midpoint of the year across all departments to track and promote progress.

Strategy's Expected Result/Impact: Student empowerment and growth

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Marion Elementary will increase student engagement, as measured by classroom observation rubrics and student surveys, through the effective integration of the Lead4Ward Playlist strategies.

Evaluation Data Source: Teachers, Learning Support Specialists, Administration

Strategy 1

Foster collaboration among teachers through PLCs and peer mentoring, where educators can share best practices, resources, and strategies for effective blended learning.

Strategy's Expected Result/Impact: Increase student engagement, collaboration, and academic success.

Staff Responsible for Monitoring: Admin, Campus Leaders, Instructional Coaches, Teachers

Formative Reviews



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 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 86% to 88.5% by Spring 2029.

Evaluation Data Source: STAAR Reading data

Strategy 1

Strengthen instructional approaches by identifying gaps in foundational literacy skills and providing interventions to close these gaps, ensuring that students have a strong foundation in the early grades.

Strategy's Expected Result/Impact: Early Education improved literacy skills

Staff Responsible for Monitoring: ICs

Funding Sources: Early Education: State Allotment, \$43,975

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 71% to 73.5% by Spring 2029.

Evaluation Data Source: STAAR Math data

Strategy 1

Marion Elementary teachers will implement small-group and/or differentiated instruction for all students, using a variety of teaching techniques and strategies to meet the needs of all students.

Formative Reviews

Some Progress

Performance Objective 3

By the end of the 2026-2027 school year, Marion Elementary will improve the STAAR Science proficiency of 5th grade students, with 85% reaching Approaches Grade Level or above.

Evaluation Data Source: Classroom walk-throughs, MAP data, STAAR data, classroom data

Strategy 1

Conduct campus-wide vertical team meetings for teachers to vertically align with standards and academic vocabulary.

Strategy's Expected Result/Impact: Utilize vertical planning teams consisting of teachers from different grade levels to align instructional strategies and share best practices on assessed standards. Develop a vertical progression map that outlines key science skills and standards for each grade level, ensuring a seamless transition for students. Implement cross-grade level collaboration sessions where teachers analyze student data and adjust instruction to address learning gaps and accelerate growth. Progress monitor vertically assessed standards, analyze data and provide necessary supports to ensure mastery.

Staff Responsible for Monitoring: Instructional coaches, Administration, Teachers

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 4

Marion Elementary will implement effective processes to sustain and enhance active student engagement and academic success for all students by increasing the rigor of instruction through the incorporation of higher-order thinking skills, academic vocabulary, writing, and academic discourse into daily lessons.

Evaluation Data Source: Lesson Plans, classroom walk-throughs, MAP data, STAAR data

Strategy 1

Teachers will pre-plan higher-order thinking questions, statements, or scenarios to increase rigor and generate discussion.

Strategy's Expected Result/Impact: Improved critical thinking skills, listening and reading comprehension.

Staff Responsible for Monitoring: Teachers, ICs, administrators

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Teachers will encourage students to provide oral or written responses to open-ended questions while using academic vocabulary across all subjects.

Strategy's Expected Result/Impact: Improve higher order thinking skills, listening and reading comprehension

Staff Responsible for Monitoring: Teachers, Admin, Instructional Coaches

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Provide learning experiences for gifted learners by supporting enrichment opportunities that promote critical and creative thinking.

Strategy's Expected Result/Impact: Promote critical thinking in gifted students

Staff Responsible for Monitoring: AIM Teacher, Gen Ed Teacher

Funding Sources: GT Allotment, \$81,841

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Provide learning experiences for Emergent Bilingual students to promote language acquisition and academic achievement.

Strategy's Expected Result/Impact: Academic growth for EB students

Staff Responsible for Monitoring: ESL certified teachers, Gen Ed Teachers

Formative Reviews

Some Progress

September

December

March

May

Strategy 5

Provide learning experiences and services for special education students to support their individual learning needs.

Strategy's Expected Result/Impact: Academic growth for special education students

Staff Responsible for Monitoring: Special education case managers, Gen Ed Teachers

Funding Sources: Special Education: State Special Allotment, \$996,421

Formative Reviews

Some Progress

September

December

March

May

Strategy 6

Provide learning experiences and services for students with dyslexia to support their individual learning needs.

Strategy's Expected Result/Impact: Academic growth for students with dyslexia

Staff Responsible for Monitoring: Dyslexia Therapists

Formative Reviews

Some Progress

September

December

March

May

Strategy 7

Provide supplemental learning experiences and services for identified at-risk students to promote academic achievement and progress towards high school graduation.

Strategy's Expected Result/Impact: Academic growth for students for students At-Risk

Staff Responsible for Monitoring: CIS, Administration, Teachers

Funding Sources: Comp Ed: State Special Allotment, \$87,758

Formative Reviews

Some Progress

September

December

March

May



Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		--	\$43,975.00
Sub-Total					\$43,975.00
Budgeted Fund Source Amount					\$43,975.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	4	7		--	\$87,758.00
Sub-Total					\$87,758.00
Budgeted Fund Source Amount					\$87,758.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	4	5		--	\$996,421.00
Sub-Total					\$996,421.00
Budgeted Fund Source Amount					\$996,421.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	4	3		--	\$81,841.00
Sub-Total					\$81,841.00
Budgeted Fund Source Amount					\$81,841.00
+/- Difference					\$0.00