

Allen Independent School District



Green Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Where every Explorer excels

Vision

Green Elementary will cultivate a community of learners by reaching the hearts and empowering the minds in order to ensure student achievement.

Value Statement

All students are capable of learning when met with a caring and accountable environment.

All students deserve a quality education in an engaging and accountable environment.

Educators foster the success of every learner.

Educators provide each student with a nurturing, engaging, and challenging education to achieve students' academic and personal success.

Children learn best when there is a strong home and school partnership.

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Comprehensive Needs Assessment

Demographics

Summary

Flossie Floyd Green Elementary is a 32 year old K-6 campus in Allen ISD. We have specialized programs on our campus, the PAS program and the Functional Academics program. Green enrollment is based around a neighborhood school concept and provides bus transportation for students residing in multi-family dwellings as well as for students requiring special education accommodations.

Although this improvement plan focuses on the 2026-2027 school year, the demographic and student achievement information comes from information available in 2025-2026

According to the 2025-2026 PEIMS Student Demographic Report, Green Elementary had 518 students. Of those 518 students, 13% were African American, 16% Hispanic, 54.8% White, 1.4% American Indian, 21.8% Asian; 8.9% of two or more races. Green Elementary's Economically Disadvantaged student group is 23.17%, 17.3.7% are emergent bilingual, 11% are receiving dyslexia therapy, 14% are immigrant, 9.25% are in our gifted and talented program and 21% are in our special education program. and 41% are at risk.

Procedures are implemented to encourage attendance such as frequent parent communication from teachers and administration, parent sign in, student conferences and student reflections. For the 25-26 school year our attendance rate was at 96.3%.

Strengths

An analysis of the demographics of Green Elementary indicate the following areas of strength:

- Many families move into Allen Independent School District for the outstanding reputation of the schools. Our families value quality education, and we have many supportive parents and students committed to student success. Green Elementary students and staff members embrace all students regardless of race, culture, or ethnicity.
- Green continues to have a high attendance rate. The campus attributes this rate to a strong partnership with families and a focus on high quality education.
- The diversity of the community and student population enriches the Green Elementary learning environment.
- Green offers many diverse programs and before/during/after school clubs for our students to engage in a variety of learning opportunities and foster friendships (i.e. Leader In Me, Community Education Clubs, Lighthouse Student Leaders, Recycling, Safety Patrol, UIL, Sewing Club)
- Green has systems in place to support new staff and teachers (i.e. mentors, building buddies, and new teacher monthly meetings)
- Green provides consistent team and morale building activities.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ The campus has experienced an increase in the number of at-risk, immigrant, and Limited English Proficient (LEP)/English Learner students. Many of these students enter with significant academic gaps, interrupted educational experiences, and language acquisition needs, resulting in lower academic performance and slower progress toward grade-level proficiency when compared to their peers.	The growing population of at-risk, immigrant, and LEP/English Learner students requires targeted academic, language, and social-emotional supports that have not consistently matched the di Limited transportation reliability or access, especially for families with shifting or demanding work schedules. Mild student disengagement due to lack of connection with school culture or classroom relevance.
2 The campus has experienced a decline in the identification and participation of students in the Gifted and Talented (GT) program. This decrease may limit opportunities for advanced learners to receive appropriate academic challenges and enrichment services, potentially resulting in under representation of gifted students across student groups.	The decline in the Gifted and Talented population is largely attributable to changes in campus demographics, including increased enrollment of at-risk, immigrant, and Emergent Bilingual students. As the campus population has shifted, a greater proportion of students are entering with academic, language, and foundational learning needs that require targeted interventions, resulting in a smaller per

★ = Priority

Student Learning

Summary

Green Elementary utilizes campus instructional coaches to ensure that strategies are designed to improve student performance. Weekly PLC meetings are centered around instructional planning with a focus on the TEKS. Green Elementary has a robust intervention and Rtl (Response to Intervention process.) Student information is reviewed routinely by the Rtl committee to meet the needs of struggling students. Intervention provided is based on universal screeners, district criteria and teacher input based on classroom observation.

Student Achievement Summary

Green Elementary met all academic standards and System Safeguards under the state's accountability system for the 2025-2026 school year.

2026 Green Elementary Accountability Report Card

	Category	2026	2025
Index 1	Student Achievement	89	90
Index 2	Student Progress	90	90
Index 3	Closing the Gap	91	91

Overall Campus Rating for 2026: A

Overall Campus Rating for 2025: A

Campus Distinction: Top 25% Academic Growth

Strengths

STAAR Reading Performance Summary

Grade Level	25-26 Approaches	24-25 Approaches	25-26 Meets	24-25 Meets	25-26 Masters	24-25 Masters
3rd Grade	81%	83%	61%	62%	29%	37%
4th Grade	91%	90%	67%	66%	41%	31%
5th Grade	84%	87%	66%	73%	39%	37%
6th Grade	88%	87%	69%	73%	42%	45%

STAAR Math Performance Summary

Grade Level	25-26 Approaches	24-25 Approaches	25-26 Meets	24-25 Meets	25-26 Masters	24-25 Masters
3rd Grade	79%	80%	49%	56%	26%	19%
4th Grade	78%	69%	62%	51%	35%	29%
5th Grade	70%	79%	41%	48%	20%	26%
6th Grade	92%	93%	66%	74%	34%	59%

STAAR Science Performance Summary

Green Elementary Campus #107

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Grade Level	25-26 Approaches	24-25 Approaches	25-26 Meets	24-25 Meets	25-26 Masters	24-25 Masters
5th Grade	68%	73%	44%	42%	23%	18%

Green Elementary has worked extensively in early identification of student academic needs and providing effective, systematic intervention opportunities which includes:

- School Wide Explorer Time Intervention
- SSI Support Tier 2 and Tier 3 Students
- Staff Data Dives and Power Planning
- Regularly Scheduled Collaboration Meetings
- Extension/Enrichment opportunities for gifted and talented students
- Instructional Coaching for staff
- Science Intervention Fridays
- Student Leadership Notebooks
- Grade Level and Student WIGS *Wildly Important Goals"
- PALS Academic Goals
- Student Leadership Data Notebooks

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Overall student achievement across STAAR tested grade levels and content areas decreased, resulting in a lower percentage of students achieving Approaches, Meets, and Masters grade-level standards.	Inconsistent implementation of Tier-1 core instruction, lack of data-driven formative assessments to adjust real-time learning, and insufficient targeted intervention for students with learning gaps.
2★ The campus earned a C rating in Relative Performance (Domain 2B) because student achievement levels within our Economically Disadvantaged student population is below the average performance of state-matched peer campuses with similar demographic profiles.	Inconsistent implementation of targeted academic supports, language acquisition strategies, and differentiated Tier-1 instruction specifically tailored to meet the learning needs and foundational gaps of Economically Disadvantaged students compared to peer campuses across the state.

★ = Priority

School Processes & Programs

Summary

All staff members at Green Elementary maintain highly qualified credentials. The strategies for managing staff quality, recruitment, and retention are professional development, peer collaboration, and teacher support. Supporting all teachers, with an emphasis on new teachers, is a priority. Green Elementary has specially designed monthly Rookie Rallies that provide new staff with ongoing support, training, and encouragement. Additional support to all staff is emphasized in professional empowerment training throughout the year.

Staff review student assessment data through ongoing data dive meetings, PLC's, instructional action teams and vertical action teams with campus administration and instructional coaches at designated checkpoints throughout the year, in order to improve both instructional effectiveness and student achievement. Data will be used to make informed decisions, enhance instruction, and create targeted assessments to increase student performance.

The Core SIT Team comprised of campus administration, SSI teacher, classroom teacher, and CIS meet regularly to discuss student and teacher needs in order to improve student performance in both social, behavioral and academic achievement. Green Elementary is focused on improving student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers and administrators work together to make instructional decisions that support campus goals. When our students are not making progress, we conduct a Student Intervention Team meeting or a Review ARD/504 staffing/meeting to make adjustments. We work hard to ensure that instructional time is maximized and uninterrupted. Systems have been put in place in order to ensure effective use of planning time.

During professional learning, vertical teaming, data dives, instructional coaching meetings, and grade level PLC's, instructional practices are aligned with student needs and the expected outcome for overall student and campus achievement.

We continuously seek ways to improve our efforts to communicate with families and community stakeholders. The staff at Green Elementary is committed to fostering positive and purposeful relationships with parents, families, and the Allen community we serve. Educating and engaging families in the educational process, as well as, school-related activities and events is a priority. It is our goal to foster the home and school connection in order to deepen the relationships within our community. Communication is an important variable at Green Elementary. We have an open door policy and strive to keep all stakeholders updated regularly.

Strengths

Staff Recruitment, Retention and Quality:

Staff quality, recruitment, and retention are priorities at Green Elementary. Staff monthly moral boosters, peer collaboration, professional development, and teacher support are the strengths of Green Elementary retention and recruitment. Professional development is offered to teachers who need assistance in improving instructional practices and improving student achievement centered around our campus goals. All teachers are offered a variety of training opportunities on campus and within the district depending on interests, goals, and needs. T-TESS goal setting helps teachers focus on specific areas of desired growth and administrators strive to meet those needs by affording time and funds as needed. Teachers are also encouraged to visit other classrooms on campus or at other campuses to observe instruction. Green's most effective teachers are invited to collaborate and share new learning either on district staff development days or at faculty meetings. Instructional coaches work consistently with teachers to analyze data and target areas in need of growth for student and to correlate how their institutional practices need to adjust so that students can progress. New teachers attend campus "Rookie Rallies" which provide monthly support and are consistently monitored throughout the year by administrators. In addition, new teachers are assigned a Bell Mentor on campus and teachers new to the district are assigned a buddy.

Curriculum, Instruction and Assessment:

There are many systems and safeguards in place to ensure that the Curriculum, Instruction and Assessment at Green Elementary are relevant, effective and implemented with integrity. PLC's, instructional coaches, weekly planning, action teams, and administrative support provide safeguards that ensure we are aligned in our practices to support and enrich instructional designs

for overall student success.

Green teachers are expected to provide differentiated instruction for all students through small group and/or individual instruction. Data collected from district and state assessments is utilized in the decision making process for intervention and enrichment groupings as well as specific TEK content targets. Each grade level along with Principals, CIS, SSI, instructional coaches, and other relevant support staff meet at specific times in the school year to review student needs and implement plans for intervention and enrichment to maximize instructional effectiveness. During professional development, vertical teaming, Core SITs, and PLC meetings, instructional activities are aligned with student learning needs and expected outcomes for achievement.

Instructional coaches assist teachers in collaborative lesson planning, instructional best practices, and techniques in the classroom, as well as, evaluating data in order to meet students' individual needs.

Leadership Notebooks for each student at Green are utilized in order to assist students with meeting specific academic and personal goals. These notebooks also include specific and measurable data points to empower students in their own growth through the year.

Ongoing data collection binders are provided for each teacher to assist with small group instruction design and implementation as well as to provide a central location for data analysis.

Community and Parent Supports:

The following Green Elementary strengths reflect our commitment to community involvement. Due to COVID-19, many events will be postponed until further notice.

In order to focus on a home/school connection to educate and engage parents in understanding how to support their children, Green strives for the following:

- Grade Level Week Newsletters and PTA Newsletter
- PTA Newsletter coordinated in conjunction with the campus
- PTA evening events such as: STEAM Night, Milk and Cookies Night, Back to School Bash, Newcomers Welcome Dinner, Chopped Night, End of year picnic
- Multi-Cultural Night/Day
- Student Led Conferences
- PTA, Watchdogs, Volunteer readers, parent volunteers on field trips, etc.
- Summer Enrichment
- Student Lighthouse Community Projects
- PTA purchases many resources for classrooms and grade levels such as Academic Teacher Resource Books, Scholastic magazines, Maker Space Activities, Lending Library, Leader In Me, and so much more!
- Senior Walk
- Semester Leadership Celebration and monthly school wide assembly-Habit Huddle

Additional Supports:

In addition to parent supports we provide the following to effectively meet the needs of our diverse population:

- Optimal use of the school day for instruction
- Effective programs to support individualized instruction (AIM, Special Education, and ESL)
- Fidelity to campus requirements for instructional minutes
- The RTI model is utilized effectively
- Intervention and enrichment blocks
- Master schedule maximizes instructional time which includes teaming in grades 3rd-6th grade and self contained classrooms in Kinder through 2nd grade
- Social Emotional learning provided daily by all teachers

Safe and Secure Schools

In order to maintain a safe and secure setting, Green Elementary has a monthly focus on reviewing drills with all students and staff, provide table top training through Safe and Secure Schools with staff twice a year, as well as, practice evacuation, lock down, holds and lockout drills twice a school year. Green Elementary is 100% compliant with district safety drill requirements each year. In addition Allen ISD hired security officers for campus based support. In addition Green has secured a School Resource Officer on campus.

In addition to the overall safety of our school, Green Elementary provides "LEAD Time"/SEL Time for every grade level on an ongoing bases to provide the necessary supports needed for each students Social Emotional Learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Green's at-risk percentage is 41% and students within this group are under performing.	Tiered interventions and social/emotional needs impact their performance

★ = Priority

Perceptions

Summary

Green Elementary was built in 1995. As a campus, we are dedicated to reaching the hearts of our students, empowering our students' minds to learn while building strong leadership within our students and staff. We also believe in building a partnership between the community and our school. We believe authentic learning occurs through the dedication of our staff and the development of relationships. Green fosters a culture of learning through an authentic learning experience which includes small group instruction, targeted intervention, and differentiated approaches to reach all students. In addition, Green has established great partnerships with families and students.

Vision

Where *every* Explorer excels

Mission

Green Elementary will cultivate a community of learners by reaching the hearts and empowering the minds in order to ensure student achievement.

Beliefs

All students are capable of learning when met with a caring and accountable environment.

- All students deserve a quality education in an engaging and accountable environment.
- Educators foster the success of every learner.
- Educators provide each student with a nurturing, engaging, and challenging education to achieve students' academic and personal success.
- Children learn best when there is a strong home and school partnership.

Strengths

Green Elementary embraces a culture in which both interpersonal and academic achievement is recognized in all students. Our school community recognizes the need for collaboration among all stakeholders, such as teachers, staff, parents, students, and the surrounding community. We recognize and appreciate the cultural and academic diversity of our students and work to provide opportunities to celebrate these differences.

Green Elementary Staff are committed to supporting a culture that values continuous improvement in all domains of learning, as well as, the overall systems of our school. Below are several areas that were identified as targets for improvement:

1. We will continue to use positive reinforcement through execution of our CHAMPS, Restorative Practices, Second Steps and Leader in Me within the classroom.
2. We will continue to foster and promote involvement in the PTA in order to maintain a positive working relationship to support our students.
3. We will celebrate the individual success and hard work of our students monthly through our grade level score boards and leadership notebooks. and habit huddles
4. We will build capacity in the development of our teachers and their teaching practices with our campus instructional coaches, teacher leaders, and administration.
5. We will utilize collaborative planning time to build stronger instructional practices that will enhance student learning.
6. We will provide communication for non-English speaking families.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Over the past academic year, family engagement at the campus has shown slight improvement; however, overall participation and understanding of school processes, academic expectations, and strategies to support learning at home remain limited. As a result, meaningful family-school connections continue to impact participation in academic events, volunteer involvement, and awareness of available supp	Language and cultural barriers that prevent families from fully accessing/understanding school communications and events. Limited opportunities for two-way communication, where families can ask questions, give feedback, or receive guidance. Busy family schedules or competing responsibilities that make it difficult for parents/guardians to engage with school activities or informational sessions.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

The campus has experienced an increase in the number of at-risk, immigrant, and Limited English Proficient (LEP)/English Learner students. Many of these students enter with significant academic gaps, interrupted educational experiences, and language acquisition needs, resulting in lower academic performance and slower progress toward grade-level proficiency when compared to their peers.

The growing population of at-risk, immigrant, and LEP/English Learner students requires targeted academic, language, and social-emotional supports that have not consistently matched the demand. Limited transportation reliability or access, especially for families with shifting or demanding work schedules. Mild student disengagement due to lack of connection with school culture or classroom relevance.

2★

Overall student achievement across STAAR tested grade levels and content areas decreased, resulting in a lower percentage of students achieving Approaches, Meets, and Masters grade-level standards.

Inconsistent implementation of Tier-1 core instruction, lack of data-driven formative assessments to adjust real-time learning, and insufficient targeted intervention for students with learning gaps.

3★

Green's at-risk percentage is 41% and students within this group are under performing.

Tiered interventions and social/emotional needs impact their performance

4★

Over the past academic year, family engagement at the campus has shown slight improvement; however, overall participation and understanding of school processes, academic expectations, and strategies to support learning at home remain limited. As a result, meaningful family-school connections continue to impact participation in academic events, volunteer involvement, and awareness of available support.

Language and cultural barriers that prevent families from fully accessing/understanding school communications and events. Limited opportunities for two-way communication, where families can ask questions, give feedback, or receive guidance. Busy family schedules or competing responsibilities that make it difficult for parents/guardians to engage with school activities or informational sessions.

5★

The campus earned a C rating in Relative Performance (Domain 2B) because student achievement levels within our Economically Disadvantaged student population is below the average performance of state-matched peer campuses with similar demographic profiles.

Inconsistent implementation of targeted academic supports, language acquisition strategies, and differentiated Tier-1 instruction specifically tailored to meet the learning needs and foundational gaps of Economically Disadvantaged students compared to peer campuses across the state.

★ = 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
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with 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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Accountability Distinction Designations
- ☒ Alternative Education Accountability (AEA) data
- ☒ Local Accountability Systems (LAS) 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
- ☒ Running Records results
- ☒ 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
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation 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
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ T-PESS 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
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

By May 2027, Kindergarten through 6th grade instructional staff will use a tiered assessment system to guide targeted instruction, interventions, tutoring, and small-group instruction, resulting in an 5% increase in students scoring "Meets" or "Masters" on end of year assessments.

Evaluation Data Source: STAAR, MAP, mCLASS, and unit assessments

Strategy 1

Teachers will utilize a collaborative approach to identify students who have not yet demonstrated mastery of grade-level standards and collaboratively plan targeted interventions, tutoring opportunities, and differentiated small-group instruction.

Strategy's Expected Result/Impact: Student progress will be reviewed and recorded during power planning and coaches meetings to determine the effectiveness of interventions and next instructional steps.

Staff Responsible for Monitoring: Teachers, Coaches, Admin

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Evaluate and discuss results of assessments and formative exit tickets to adjust classroom instruction, small-group rotations, addressing misconceptions before the final assessment.

Strategy's Expected Result/Impact: Coaches and teachers meet during planning to discuss the work of students and the impact on instruction and student outcomes.

Staff Responsible for Monitoring: Coaches, Teachers, Administration

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The campus has experienced an increase in the number of at-risk, immigrant, and Limited English Proficient (LEP)/English Learner students. Many of these students enter with significant academic gaps, interrupted educational experiences, and language acquisition needs, resulting in lower academic performance and slower progress toward grade-level proficiency when compared to their peers.	The growing population of at-risk, immigrant, and LEP/English Learner students requires targeted academic, language, and social-emotional supports that have not consistently matched the di Limited transportation reliability or access, especially for families with shifting or demanding work schedules. Mild student disengagement due to lack of connection with school culture or classroom relevance.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Overall student achievement across STAAR tested grade levels and content areas decreased, resulting in a lower percentage of students achieving Approaches, Meets, and Masters grade-level standards.	Inconsistent implementation of Tier-1 core instruction, lack of data-driven formative assessments to adjust real-time learning, and insufficient targeted intervention for students with learning gaps.
2 The campus earned a C rating in Relative Performance (Domain 2B) because student achievement levels within our Economically Disadvantaged student population is below the average performance of state-matched peer campuses with similar demographic profiles.	Inconsistent implementation of targeted academic supports, language acquisition strategies, and differentiated Tier-1 instruction specifically tailored to meet the learning needs and foundational gaps of Economically Disadvantaged students compared to peer campuses across the state.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Green's at-risk percentage is 41% and students within this group are under performing.	Tiered interventions and social/emotional needs impact their performance

Performance Objective 2

By May 2027, 100% of Kindergarten through 6th grade instructional staff will participate in a differentiated

professional learning focused on assessment and student growth practices.

Evaluation Data Source: Professional Development Agendas, Student Growth data

Strategy 1

Staff will engage in collaborative learning through leadership meetings and team meetings using either Untangling the String Flight Path or Grading from the Inside Out Book Study.

Strategy's Expected Result/Impact: Apply key strategies from learning to strengthen assessment literacy, data-driven instructional decision-making, and equitable grading practices. Evidence of implementation will include leadership and team discussions, instructional planning artifacts, classroom application of learned practices, and reflection on student growth outcomes.

Staff Responsible for Monitoring: Teachers, Coaches, Admin

Problem Statements: Demographics 1 - Student Learning 2

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The campus has experienced an increase in the number of at-risk, immigrant, and Limited English Proficient (LEP)/English Learner students. Many of these students enter with significant academic gaps, interrupted educational experiences, and language acquisition needs, resulting in lower academic performance and slower progress toward grade-level proficiency when compared to their peers.

The growing population of at-risk, immigrant, and LEP/English Learner students requires targeted academic, language, and social-emotional supports that have not consistently matched the di

Limited transportation reliability or access, especially for families with shifting or demanding work schedules.

Mild student disengagement due to lack of connection with school culture or classroom relevance.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The campus earned a C rating in Relative Performance (Domain 2B) because student achievement levels within our Economically Disadvantaged student population is below the average performance of state-matched peer campuses with similar demographic profiles.

Inconsistent implementation of targeted academic supports, language acquisition strategies, and differentiated Tier-1 instruction specifically tailored to meet the learning needs and foundational gaps of Economically Disadvantaged students compared to peer campuses across the state.

Performance Objective 3

Green Elementary will implement effective processes to help sustain/enhance active student engagement and academic success for all students.

Evaluation Data Source: Walkthroughs, Observations, Student Progressing Tracking documents

Strategy 1

Provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking

Problem Statements: Student Learning 1

Funding Sources: GT Allotment, \$95,839

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: Comp Ed: State Special Allotment, \$87,156

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: Special Education: State Special Allotment, \$1,025,682

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Provide supplemental learning experiences for Emergent Bilingual Students promoting language acquisition and academic achievement.

Problem Statements: Demographics 1

Funding Sources: Lexia Learning licenses Title III, Part A- ELA, \$200

Formative Reviews

Some Progress

September

December

March

May

Strategy 5

Strengthen instructional approaches around identifying gaps in literary foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.

Problem Statements: Student Learning 2

Funding Sources: Early Education: State Allotment, \$87,249

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The campus has experienced an increase in the number of at-risk, immigrant, and Limited English Proficient (LEP)/English Learner students. Many of these students enter with significant academic gaps, interrupted educational experiences, and language acquisition needs, resulting in lower academic performance and slower progress toward grade-level proficiency when compared to their peers.

The growing population of at-risk, immigrant, and LEP/English Learner students requires targeted academic, language, and social-emotional supports that have not consistently matched the di

Limited transportation reliability or access, especially for families with shifting or demanding work schedules.

Mild student disengagement due to lack of connection with school culture or classroom relevance.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Overall student achievement across STAAR tested grade levels and content areas decreased, resulting in a lower percentage of students achieving Approaches, Meets, and Masters grade-level standards.

Inconsistent implementation of Tier-1 core instruction, lack of data-driven formative assessments to adjust real-time learning, and insufficient targeted intervention for students with learning gaps.

2

The campus earned a C rating in Relative Performance (Domain 2B) because student achievement levels within our Economically Disadvantaged student population is below the average performance of state-matched peer campuses with similar demographic profiles.

Inconsistent implementation of targeted academic supports, language acquisition strategies, and differentiated Tier-1 instruction specifically tailored to meet the learning needs and foundational gaps of Economically Disadvantaged students compared to peer campuses across the state.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Green's at-risk percentage is 41% and students within this group are under performing.

Tiered interventions and social/emotional needs impact their performance

Goal 2

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

Performance Objective 1 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 46% to 48.5% by Spring 2029.

Evaluation Data Source: 3rd grade STAAR Math assessment

Strategy 1

Third-grade teachers will implement a data-driven instructional cycle that includes common formative assessments, standards-based small-group instruction, targeted intervention, and progress monitoring.

Strategy's Expected Result/Impact: Students will receive timely, targeted small-group instruction and intervention aligned to identified learning needs.

Staff Responsible for Monitoring: Teachers, Coaches, Admin

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

K-2 teachers will implement a vertically aligned mathematics program, Bluebonnet Math, that develops foundational numeracy, computational fluency, and problem-solving skills through data-driven instruction, targeted interventions, and teacher collaboration to ensure students are prepared for success on Grade 3 STAAR Mathematics.

Strategy's Expected Result/Impact: K-2 students will demonstrate increased proficiency in foundational mathematics skills, including number sense, computational fluency, and problem-solving as measured by district assessments, common formative assessments, and progress-monitoring tools.

Staff Responsible for Monitoring: Teachers, Administration, Coaches

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Overall student achievement across STAAR tested grade levels and content areas decreased, resulting in a lower percentage of students achieving Approaches, Meets, and Masters grade-level standards.

Inconsistent implementation of Tier-1 core instruction, lack of data-driven formative assessments to adjust real-time learning, and insufficient targeted intervention for students with learning gaps.

2

The campus earned a C rating in Relative Performance (Domain 2B) because student achievement levels within our Economically Disadvantaged student population is below the average performance of state-matched peer campuses with similar demographic profiles.

Inconsistent implementation of targeted academic supports, language acquisition strategies, and differentiated Tier-1 instruction specifically tailored to meet the learning needs and foundational gaps of Economically Disadvantaged students compared to peer campuses across the state.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Green's at-risk percentage is 41% and students within this group are under performing.

Tiered interventions and social/emotional needs impact their performance

Performance Objective 2 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 56% to 58.5% by Spring 2029.

Evaluation Data Source: 3rd grade STAAR Reading assessment

Strategy 1

Students identified through screening and assessment data will participate in targeted intervention focused on comprehension, vocabulary development, and text analysis skills to accelerate progress toward grade-level proficiency.

Strategy's Expected Result/Impact: Improved numeracy skills, foundational math understanding, early identification

Staff Responsible for Monitoring: Teachers, Administration, Coaches, CIS

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

Some Progress

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Strategy 2

K-2 teachers will implement a vertically aligned literacy program that develops foundational reading skills through data-driven instruction, targeted interventions, and PLC collaboration to ensure students are on track for third-grade STAAR Reading Language Arts success.

Strategy's Expected Result/Impact: Kindergarten
Explicit instruction in phonological awareness, letter-sound correspondence, and foundational literacy skills.
Progress monitoring through screeners and targeted intervention.

Grade 1
Systematic phonics instruction, decoding, fluency development, and comprehension of grade-level texts.
Small-group instruction based on assessment data.

Grade 2
Increased emphasis on vocabulary, comprehension, text evidence, and written responses.
Exposure to STAAR-like rigor through complex texts and higher-order questioning.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The campus has experienced an increase in the number of at-risk, immigrant, and Limited English Proficient (LEP)/English Learner students. Many of these students enter with significant academic gaps, interrupted educational experiences, and language acquisition needs, resulting in lower academic performance and slower progress toward grade-level proficiency when compared to their peers.	The growing population of at-risk, immigrant, and LEP/English Learner students requires targeted academic, language, and social-emotional supports that have not consistently matched the di Limited transportation reliability or access, especially for families with shifting or demanding work schedules. Mild student disengagement due to lack of connection with school culture or classroom relevance.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall student achievement across STAAR tested grade levels and content areas decreased, resulting in a lower percentage of students achieving Approaches, Meets, and Masters grade-level standards.	Inconsistent implementation of Tier-1 core instruction, lack of data-driven formative assessments to adjust real-time learning, and insufficient targeted intervention for students with learning gaps.
2	The campus earned a C rating in Relative Performance (Domain 2B) because student achievement levels within our Economically Disadvantaged student population is below the average performance of state-matched peer campuses with similar demographic profiles.	Inconsistent implementation of targeted academic supports, language acquisition strategies, and differentiated Tier-1 instruction specifically tailored to meet the learning needs and foundational gaps of Economically Disadvantaged students compared to peer campuses across the state.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Green's at-risk percentage is 41% and students within this group are under performing.	Tiered interventions and social/emotional needs impact their performance

Performance Objective 3

The percent of Fifth Grade students that score at the Approaches Grade Level or above on the STAAR Science assessment will increase from 68% in 2025-2026 to 73% in 2026-2027.

Strategy 1

Host collaborative teacher planning sessions to align K-5 science standards and academic vocabulary vertically, integrating these aligned concepts directly into daily intervention instruction.

Strategy's Expected Result/Impact: Utilize vertical planning teams to align instructional strategies, develop a progression map of key standards and skills, and share best practices across grade levels to ensure a seamless learning experience for students. Teachers will collaboratively analyze student data, monitor progress on vertically assessed standards, and implement targeted supports to address learning gaps and accelerate student growth. Implementation of skills into science intervention time. (K-2 Fridays and 3-6 within intervention rotation.)

Staff Responsible for Monitoring: LSS, Admin, Science Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

Some Progress

September

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Strategy 2

Utilize Penda Learning's automated, TEKS-aligned gamified modules to deliver Tier-2 and Tier-3 targeted science interventions for 5th-grade students during designated RTI/small-group instruction blocks.

Strategy's Expected Result/Impact: Data-Driven Grouping: Analyze baseline 5th-grade science assessment data and weekly STAAR-formatted diagnostic results to create differentiated skill groups within Penda.

Automated & Targeted Skill Assignments: Auto-assign standard-specific 10-15 minute activities aligned to the school's science scope and sequence, prioritizing high-yield 5th Grade STAAR reporting categories (e.g., Matter & Energy, Earth & Space, Organisms & Environments).

Progress & Mastery Tracking: Require students to achieve an 80%+ mastery threshold on targeted activities, allowing repeat attempts to remediate misconceptions. Teachers will monitor weekly Class Mastery Reports to adjust small-group core instruction.

Built-in Accessibility & Accommodations: Leverage Penda's Immersive Reader (read-aloud and text translation tools) to ensure Emergent Bilinguals and struggling readers access complex 5th-grade science vocabulary and concepts.

Staff Responsible for Monitoring: Teachers, LSS, Admin

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The campus has experienced an increase in the number of at-risk, immigrant, and Limited English Proficient (LEP)/English Learner students. Many of these students enter with significant academic gaps, interrupted educational experiences, and language acquisition needs, resulting in lower academic performance and slower progress toward grade-level proficiency when compared to their peers.

The growing population of at-risk, immigrant, and LEP/English Learner students requires targeted academic, language, and social-emotional supports that have not consistently matched the di

Limited transportation reliability or access, especially for families with shifting or demanding work schedules.

Mild student disengagement due to lack of connection with school culture or classroom relevance.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The campus earned a C rating in Relative Performance (Domain 2B) because student achievement levels within our Economically Disadvantaged student population is below the average performance of state-matched peer campuses with similar demographic profiles.

Inconsistent implementation of targeted academic supports, language acquisition strategies, and differentiated Tier-1 instruction specifically tailored to meet the learning needs and foundational gaps of Economically Disadvantaged students compared to peer campuses across the state.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Green's at-risk percentage is 41% and students within this group are under performing.

Tiered interventions and social/emotional needs impact their performance

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

Students will engage in ongoing goal setting, tracking, and reflection throughout the year to demonstrate continuous academic and leadership growth through classroom and school-wide leadership roles.

Evaluation Data Source: LIM curriculum and resources, MRA data

Strategy 1

Teachers will facilitate quarterly student goal-setting conferences using academic and behavioral data to help students establish, monitor, and revise individual growth goals throughout the year.

Strategy's Expected Result/Impact: K-2 utilize the buddy system to facilitate these meetings and data tracking. 3-6 student empowerment and teacher conferences to support the data tracking and observations. Grade Level Scoreboards will be updated quarterly when conferences occur.

Staff Responsible for Monitoring: Administration, Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The campus earned a C rating in Relative Performance (Domain 2B) because student achievement levels within our Economically Disadvantaged student population is below the average performance of state-matched peer campuses with similar demographic profiles.

Inconsistent implementation of targeted academic supports, language acquisition strategies, and differentiated Tier-1 instruction specifically tailored to meet the learning needs and foundational gaps of Economically Disadvantaged students compared to peer campuses across the state.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Green's at-risk percentage is 41% and students within this group are under performing.	Tiered interventions and social/emotional needs impact their performance

Performance Objective 2

All Kindergarten through 6th grade students will receive ongoing instruction in foundational civics aligned to TEA civics training guidance and will demonstrate growth in understanding citizenship, government structure, civic responsibility, and civic participation through embedded instruction and schoolwide learning experiences.

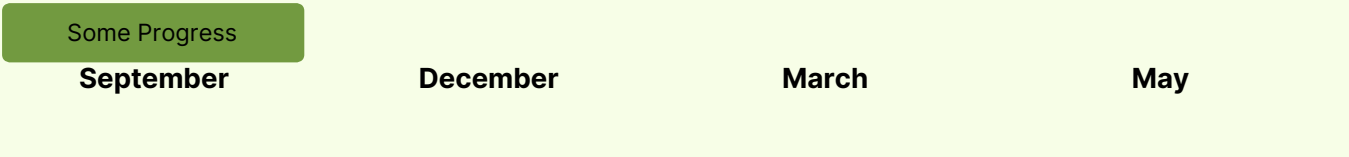
Evaluation Data Source: TEA Civics staff training and implementation

Strategy 1

Civics committee will create and implement a Year-at-a-Glance Family Engagement Calendar that outlines monthly academic themes, parent learning opportunities, campus events, and resources families can use to support learning at home.

Problem Statements: Perceptions 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Over the past academic year, family engagement at the campus has shown slight improvement; however, overall participation and understanding of school processes, academic expectations, and strategies to support learning at home remain limited. As a result, meaningful family-school connections continue to impact participation in academic events, volunteer involvement, and awareness of available supp	Language and cultural barriers that prevent families from fully accessing/ understanding school communications and events. Limited opportunities for two-way communication, where families can ask questions, give feedback, or receive guidance. Busy family schedules or competing responsibilities that make it difficult for parents/guardians to engage with school activities or informational sessions.



Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5		--	\$87,249.00
Sub-Total					\$87,249.00
Budgeted Fund Source Amount					\$77,676.00
+/- Difference					-\$9,573.00

Dyslexia: State Allotment

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

Bilingual/ESL: State Special Allotment

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

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2		--	\$87,156.00
Sub-Total					\$87,156.00
Budgeted Fund Source Amount					\$87,156.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3		--	\$1,025,682.00
Sub-Total					\$1,025,682.00
Budgeted Fund Source Amount					\$1,025,682.00
+/- Difference					\$0.00

Title III, Part A- ELA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Lexia Learning licenses	--	\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	\$95,839.00
Sub-Total					\$95,839.00
Budgeted Fund Source Amount					\$95,839.00
+/- Difference					\$0.00