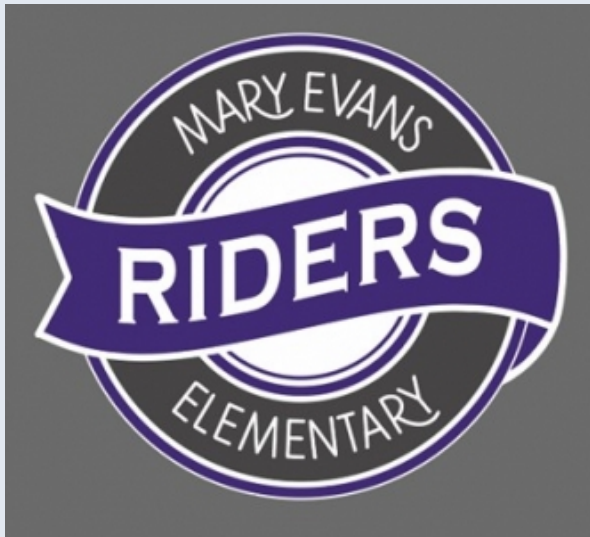


Allen Independent School District



Evans Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The Mary Evans community exists to teach, love, and empower students who contribute to the world through purpose, principle, and perseverance.

Vision

Mary Evans Elementary... where worlds connect.

Value Statement

Students

All students will feel welcomed, valued, and safe so they can embrace learning, celebrate diversity, and reach their full potential.

Learning

Learning is a lifelong journey—one that is inspired, practiced, and shared by both students and staff, where taking risks is encouraged and mistakes are embraced as part of growth.

Environment

Our school will radiate positivity by challenging, respecting, and caring for all who enter, while maintaining a safe and supportive environment.

Staff

As Riders, we embrace the privilege of using our diverse personalities and experiences to foster lifelong learning and build positive, respectful relationships.

Parents & Community

We believe in welcoming families and community partners to work alongside us in building strong relationships that support student success.

Communication

We are committed to open, clear, and consistent communication between staff, students, parents, and the community.

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Comprehensive Needs Assessment

Demographics

Summary

Mary Evans Elementary

Established: 2008

Grade Levels: Kindergarten through 6th Grade

Enrollment Summary 2026-2027 School Year:

- **Current Enrollment:** 589 students (*as of August 24, 2026*)
- **Change from Previous Year:** An increase of 30 students from July 8, 2025

2026-2027	
Ethnicity	Percent of Students
African American	10.7
Asian	51.6
White	27.3
Two or more	8.5
Student Subpopulations	
Economically Disadvantaged	12.05
Emergent Bilingual	19.1
Special Education	24.72
Gifted and Talented	31.46

Strengths

- **Highly Qualified Staff:**
100% of teachers meet both state and federal requirements for being highly qualified. Notably, one educator holds a prestigious **National Board Certification**, demonstrating a high level of professional excellence.
- **Family and Community Support:**
Evans Elementary benefits from strong family engagement, an active PTA, and parents who value and support their children's education.
- **Diversity and Inclusion:**
The school's culturally diverse student body enriches the learning environment. Staff and students foster an inclusive atmosphere, embracing and celebrating the many cultures represented on campus.
- **Positive Relationships:**
Strong and respectful partnerships among staff, students, and families foster a supportive and collaborative school culture, promoting student well-being and academic success.
- **Skilled and Dedicated Educators:**
Evans Elementary is staffed by a team of experienced, professional, and committed educators who prioritize high expectations, continuous growth, and student achievement.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The number of Emergent Bilingual and Special Education students continues to increase, creating greater variability in students' language proficiency, academic readiness, and learning needs. Achievement data indicate that some students are not consistently accessing or mastering grade-level standards.	Teachers have varying levels of knowledge and experience in differentiating grade-level instruction and consistently implementing language supports, accommodations, and specially designed instruction.

★ = Priority

Student Learning

Summary

STAAR Spring 2026

The following scores show the percentage of students in grades 3-6 who approached, met, and mastered the standard for each grade level and content area at Mary Evans Elementary.

2026 STAAR Assessment Data for “Approaches Grade Level” Standard	
Assessment	Mary Evans Elementary
3 rd Grade Math	91%
3 rd Grade Reading	96%
4 th Grade Math	92%
4 th Grade Reading	96%
5 th Grade Math	95%
5 th Grade Reading	96%
5 th Grade Science	94%
6 th Grade Math	93%
6 th Grade Reading	96%

2026 STAAR Assessment Data for “Meets Grade Level” Standard	
Assessment	Mary Evans Elementary
3 rd Grade Math	78%
3 rd Grade Reading	84%
4 th Grade Math	88%
4 th Grade Reading	85%
5 th Grade Math	86%
5 th Grade Reading	91%
5 th Grade Science	79%
6 th Grade Math	74%
6 th Grade Reading	86%

2026 STAAR Assessment Data for “Masters Grade Level” Standard	
Assessment	Mary Evans Elementary
3 rd Grade Math	61%
3 rd Grade Reading	67%
4 th Grade Math	71%
4 th Grade Reading	67%
5 th Grade Math	61%
5 th Grade Reading	69%
5 th Grade Science	59%
6 th Grade Math	48%
6 th Grade Reading	67%

Strengths

Student Learning Strengths

Evans Elementary Campus #

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- Reading Achievement: Students consistently perform well in reading fluency and comprehension, with benchmark and state assessment data showing steady growth.
- Gifted and Talented (GT): GT students excel in advanced academic tasks, project-based learning, and enrichment opportunities, often performing above district and state averages.
- Early Literacy and Numeracy: Foundational skills in early grades are strong, providing a solid base for continued academic success.

2026		
RLA	Approaches	I
6th		96
5th		98
4th		96
3rd		96
MATH	Approaches	I
6th		93
5th		95
4th		92
3rd		91
SCIENCI	Approaches	I
5th		94

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ The percentage of Emergent Bilingual (EB) students meeting or exceeding grade-level expectations is not growing at the rate needed to close achievement gaps. Current academic data indicate a need for more consistent, targeted language supports and intentional integration of language development within core instruction to accelerate both English language proficiency and academic achievement.	The increase of new students enrolling challenges current systems and procedures.
2 Evans Elementary students' performance in written expression is lower than their overall reading performance, indicating a gap between students' ability to comprehend text and their ability to effectively communicate their understanding in writing.	Evans Elementary needs greater consistency in integrating academic language development and written expression into daily reading instruction, particularly for Emergent Bilingual (EB) students.

★ = Priority

School Processes & Programs

Summary

Mary Evans Elementary supports the growth and development of the whole child. Our emphasis on teamwork and a family-style, supportive environment ensures that educators, families, and students work together to achieve success.

Instruction and assessment at Evans are guided by the Texas Essential Knowledge and Skills (TEKS) and the AISD curriculum framework. Teachers and staff continuously strengthen their expertise through campus and district professional development sessions held throughout the school year and summer. By consistently analyzing data, we are able to identify student needs, set goals, and implement strategies that maintain and advance academic achievement.

Collaboration is central to our success. Regular site-based data analysis meetings, faculty meetings, grade-level leadership meetings, instructional coaching sessions, and weekly team planning provide opportunities for staff to engage in meaningful decision-making. In addition, Student Intervention Team (SIT), 504, and Special Education ARD meetings bring together parents, teachers, counselors, intervention specialists, and administrators to develop individualized plans for student success. Classroom teachers and special programs staff—including Dyslexia Therapy, ESL, Gifted and Talented, and Special Education work collaboratively to challenge and support every student.

At Evans Elementary, we are committed to creating a safe, nurturing, and engaging learning environment. With the combined support of staff, families, and the community, students are empowered with the knowledge, skills, and character needed to thrive as lifelong learners and responsible citizens in a global society. Students are encouraged to think critically and creatively, solve problems, and communicate effectively. Our staff is intentional about fostering confidence, self-discipline, and respect for others, while also promoting civic responsibility. Weekly Social Emotional Learning (SEL) lessons provide students with practical tools to strengthen their emotional well-being and interpersonal skills.

Student safety is a top priority at Evans. We implement district security measures with fidelity, ensuring that both staff and students are well-prepared and familiar with established practices. Staff members also participate in ongoing discussions and training throughout the year to reflect on and enhance campus safety procedures.

Strengths

The high-level rigor and continued success of the Evans Elementary campus is a direct reflection of the embedded use of AISD curriculum, utilization of research based practices, and making data-driven decisions.

The Evans Elementary staff work consistently to:

- Maintain a safe environment for students and staff
- Build a sense of connectedness and leadership for all students and staff through Project Rider
- Offer leadership roles to all 6th grade students.
- Analyze formative and summative assessment data to identify student academic strengths and weaknesses
- Monitor individual student progress
- Utilize the Student Intervention Team, Response to Intervention Model and Instructional Coaches in a productive manner to support student success
- Maximize instructional time
- Participate in continuous state, district, and campus staff development that involves educator choice
- Participate in learning sessions that are provided by current and respected practitioners at the campus and district level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ The percentage of Emergent Bilingual (EB) students meeting or exceeding grade-level expectations is not growing at the rate needed to close achievement gaps. Current academic data indicate a need for more consistent, targeted language supports and intentional integration of language development within core instruction to accelerate both English language proficiency and academic achievement.	The increase of new students enrolling challenges current systems and procedures.

★ = Priority

Perceptions

Summary

Mary Evans Elementary exists to teach, love, and empower students who contribute to the world through purpose, principle, and perseverance. Mary Evans Elementary provides a safe, nurturing, and engaging learning environment and builds a sense of belonging and connectedness for students, staff, and families. Each year, new families join our school community and are welcomed by the committed support from our campus staff and provided opportunities to build connections through our PTA and Watch DOGS program.

As a campus, Evans Elementary recognizes students' efforts to demonstrate kindness, compassion, and good character in the classroom and around our school. Rise points are earned for positive choices showing Respect-Integrity, Service and Empowerment. Students will have opportunities to celebrate their growth and be recognized for making a positive impact on the school community.

Social Emotional Learning is incorporated daily to support students in their social and emotional needs, and Evans faculty and staff incorporate character development from guidance lessons in their classroom discussions.

Staff continues to be focused on rigor during instruction, developing good citizens, and partnering with families in the school community. Students are engaged in learning and have pride in their school experiences. Evans continues to offer programs and activities that build school community such as:

- Rise
- PTA and Watchdog DOGS
- 6th Grade Leadership Program
- University Interscholastic League Competition (UIL)
- Destination Imagination

Strengths

The Evans Elementary community is involved and actively supports the school. Parents and community members are provided numerous opportunities throughout the school year to visit the school and become acquainted with the staff and teachers.

The award-winning Evans Elementary PTA supports a strong, effective parent volunteer base which helps to provide:

- Rise
- Fall and Spring Book Fairs
- Watch DOGS
- Veterans' Day Celebration
- Corky's Cookout
- Red Ribbon Week
- Classroom Grants
- New Family Welcome Events
- End of Year Celebration

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Due to an increase of new to Evans families and changes in the administrative team and staff, it has become more difficult for families to feel immersed in our school culture.	The limited of use of a variety of communication modes, as well as the addition of new staff and administration.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Due to an increase of new to Evans families and changes in the administrative team and staff, it has become more difficult for families to feel immersed in our school culture.

The limited use of a variety of communication modes, as well as the addition of new staff and administration.

2
★

The percentage of Emergent Bilingual (EB) students meeting or exceeding grade-level expectations is not growing at the rate needed to close achievement gaps. Current academic data indicate a need for more consistent, targeted language supports and intentional integration of language development within core instruction to accelerate both English language proficiency and academic achievement.

The increase of new students enrolling challenges current systems and procedures.

★ = 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
- ☒ Performance Objectives with summative review (prior year)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

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
- ☒ Local diagnostic reading assessment data
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ School safety data

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Campus leadership data
- ☒ T-TESS data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Evans Elementary will leverage multiple data sources, collaborative PLCs, and targeted instructional coaching to strengthen Tier 1 instruction, intervention, and enrichment. Through consistent data analysis and responsive instructional practices, we will increase student achievement and close learning gaps in reading, writing, mathematics, and science.

Evaluation Data Source: Assessment data, observations, student and teacher goal setting, and progress monitoring. STAAR, MAP, mClass (K-2), unit assessments, walkthrough/observation data, and teacher goal tracking

Strategy 1

During biweekly PLCs, teachers will analyze student data, identify priority TEKS, collaboratively plan rigorous Tier 1 instruction, implement evidence-based strategies (including writing across content areas and math discourse), and monitor student progress.

Strategy's Expected Result/Impact: Increased student achievement in Reading, Writing and Math as measured by MAP, unit assessments, and STAAR.

Staff Responsible for Monitoring: SSI Teacher, Grade Level Teachers, Campus Administration, and Learning Support Specialists

Formative Reviews

Considerable Progress

September

December

March

May

Strategy 2

Increase meaningful student engagement opportunities through high-impact instructional practices that require students to actively participate, collaborate, think critically, and demonstrate learning.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, classroom observations will show increased use of high-impact instructional practices, resulting in higher levels of student engagement, collaboration, critical thinking, and demonstrated learning across all grade levels.

Staff Responsible for Monitoring: Teachers, Admin

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

By May 2027, Evans Elementary will strengthen campus culture and family engagement through intentional community partnerships and evening events, increasing overall family participation compared to the 2025-2026 school year.

Evaluation Data Source: Sign-in sheets, family surveys and newsletter analytics

Strategy 1

Evans Elementary will host regular family-focused events.

Formative Reviews

Some Progress

September

December

March

May

Goal 2

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

Performance Objective 1

By the end of the 2026-2027 school year, 100% of Evans Elementary students in grades K-6 will participate in at least two school-wide activities or learning experiences that foster citizenship, leadership, and skills necessary for success in college, career, or the military.

Evaluation Data Source: Evans schoolwide calendar

Strategy 1

Evans Elementary will implement a new program called RISE to recognize positive citizenship by spotlighting students' ability to demonstrate respect, integrity, service, and empowerment.

Strategy's Expected Result/Impact: Increased student ownership and knowledge of Respect~Integrity~Service~Empowerment.

Staff Responsible for Monitoring: Grade Level Teachers, Campus Administration, and Counselor

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Classrooms will implement community circles as a regular practice to build strong relationships, encourage student voice, and promote positive citizenship among peers through respectful dialogue.

Strategy's Expected Result/Impact: Students will develop their social skills and enhance their emotional well-being.

Staff Responsible for Monitoring: Administrators, Counselors, and Classroom Teachers

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Students will regularly monitor academic and personal goals, reflect on their progress, and

celebrate growth throughout the 26/27 school year.

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

Evans Elementary will create a strong campus climate that fosters student connectedness and provides opportunities for building positive peer relationships, resulting in improved end-of-year student survey results in May 2027.

Evaluation Data Source: Student survey, points earned and recognized through the RISE program

Strategy 1

Implement and strengthen the RISE program as a campus-wide framework to increase student belonging, leadership, positive behavior, and engagement through cross-grade activities, student leadership opportunities, attendance recognition, and the consistent reinforcement of RISE values.

Strategy's Expected Result/Impact: Discipline referrals, attendance data, and student participation in RISE activities.

Staff Responsible for Monitoring: Classroom Teachers, Counselor & Campus Administrators

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 2

By May 2027, Evans Elementary staff will provide targeted support and resources to improve the academic achievement of students served in special programs, as measured by growth on state and local assessments.

Evaluation Data Source: mCLASS data, MAP data, STAAR data

Strategy 1

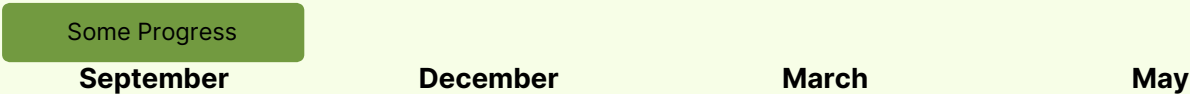
Implement sheltered instruction and targeted Tier 1 instructional strategies to increase academic language, writing, and reading achievement for Emergent Bilingual students.

Strategy's Expected Result/Impact: Increased levels of academic progress for students identified as English Learners

Staff Responsible for Monitoring: Campus Administrators
Classroom Teachers
Emergent Bilingual Facilitator
Learning Support Specialist

Funding Sources: Bilingual/ESL: State Special Allotment, \$100

Formative Reviews



Strategy 2

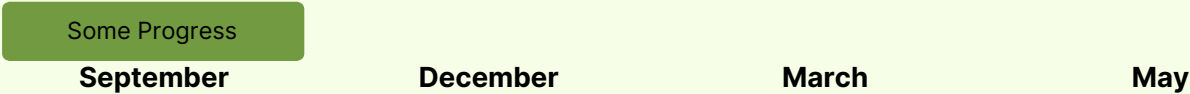
Provide learning experiences and services for Special Education students to support individual learning needs.

Strategy's Expected Result/Impact: Provide learning experiences and services for special education students to support individual learning needs.

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: Special Education: State Special Allotment, \$1,100,681

Formative Reviews



Strategy 3

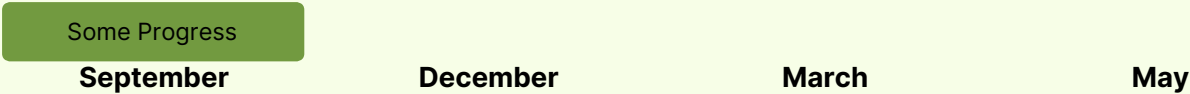
Provide gifted learners with rigorous and engaging enrichment opportunities through differentiated instruction, problem-based learning, inquiry-based tasks, and authentic experiences that develop and apply critical and creative thinking skills.

Strategy's Expected Result/Impact: Increased levels of academic progress for students identified as Gifted and Talented

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: GT Allotment, \$93,287

Formative Reviews



Strategy 4

Provide supplemental learning experiences and services for identified at-risk students promoting

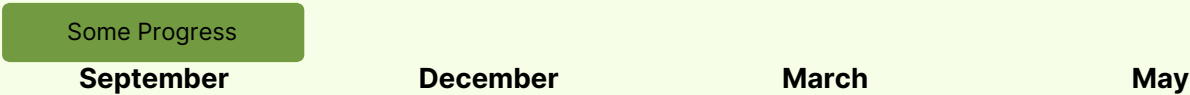
academic achievement progressing towards high school graduation.

Strategy's Expected Result/Impact: Increase in performance of at risk students on district and state assessments

Staff Responsible for Monitoring: SSI Teacher, Grade Level Teachers, Campus Administration, and Learning Support Specialists

Funding Sources: Comp Ed: State Special Allotment, \$176,457

Formative Reviews



Performance Objective 3 **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 78% to 80.5% by Spring 2029.

Evaluation Data Source: STAAR data

Strategy 1

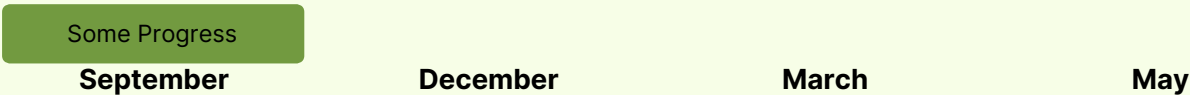
Evans Elementary educators working with primary students will enhance instructional practices by using mClass and/or MAP Growth Reading data to identify specific gaps in foundational literacy skills. This data-driven approach will inform both core instruction and targeted interventions to close learning gaps and ensure students build a strong literacy foundation in the early grades.

Strategy's Expected Result/Impact: Increased student achievement in the area of early literacy

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: Early Education: State Allotment, \$44,160

Formative Reviews



Performance Objective 4 **HB3 Goal**

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 78% to 80.5% by Spring 2029.

Evaluation Data Source: STAAR data

Strategy 1

Evans staff will utilize MAP Math data to identify students who need additional support and provide focused small-group or one-on-one interventions to address specific math skill gaps.

Strategy's Expected Result/Impact: Student achievement in assessment measures in early mathematics will increase.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Evans Elementary educators will continue to implement the new Bluebonnet Math curriculum with fidelity to ensure consistent, high-quality mathematics instruction across all grade levels.

Strategy's Expected Result/Impact: Student achievement in early mathematics will increase, as evidenced by improved performance on assessment measures such as MAP Growth and classroom-based assessments.

Staff Responsible for Monitoring: Campus Administrators and Learning Support Specialists

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 5

The percentage of students in Grades 3-6 who score at the Masters Grade Level on the STAAR Reading, Math, and Science assessments will increase from 64% to 65% by Spring 2029.

Evaluation Data Source: STAAR data

Strategy 1

Evans Elementary will use assessment data to inform instructional decision-making for Tier 1 instruction, intervention, and enrichment to increase student academic achievement. Staff will use PLC data protocols to analyze STAAR, MAP, unit assessments, and student work to identify TEKS gaps, adjust Tier I instruction, and provide timely intervention and enrichment that challenge students at their level, especially those nearing Master's Grade Level, to push them further in mastery.

Strategy's Expected Result/Impact: Student achievement in Math and Reading will improve, as demonstrated by higher scores on the STAAR assessment.

Staff Responsible for Monitoring: Campus administrators, learning support specialists, and teachers.

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	3	1		--	\$44,160.00
Sub-Total					\$44,160.00
Budgeted Fund Source Amount					\$44,160.00
+/- Difference					\$0.00

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
3	2	1		--	\$100.00
Sub-Total					\$100.00
Budgeted Fund Source Amount					\$100.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4		--	\$176,457.00
Sub-Total					\$176,457.00
Budgeted Fund Source Amount					\$176,457.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2		--	\$1,100,681.00
Sub-Total					\$1,100,681.00
Budgeted Fund Source Amount					\$1,100,681.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3		--	\$93,287.00
Sub-Total					\$93,287.00
Budgeted Fund Source Amount					\$93,287.00
+/- Difference					\$0.00