

Allen Independent School District



Norton Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Norton Elementary is to educate and empower the whole child by equipping each student with a strong foundation and creating contributing citizens who meet the challenges of tomorrow.

Vision

Norton Knights...

Doing more than we have to – to be the best that we can be!

Value Statement

We believe that every child is capable of learning when met at their level and inspired to reach their highest potential.

We believe that all children learn differently and deserve an environment in which they are nurtured and challenged to reach their full academic, social, and emotional potential.

We believe in providing a safe climate and setting high expectations for citizenship and academic standards for all members of the Norton community.

We believe that all students are part of a larger community which holds them accountable for their academic and behavioral success.

We believe that as teachers we must create an environment where students are willing to take risks.

We believe that staff members work most effectively when we are an integrated team devoted to our students and supportive of each other's strengths and areas of expertise.

We believe that open and ongoing communication between all stakeholders (internal and external) is vital in the education of students.

We believe that parents are a critical partner in their child's education.

We believe student success comes from a partnership with families based on trust, respect, and educational professionalism.

Today I will be a Knight in shining armor.

I will do MORE than I have to.

I will treat others the way I want to be treated.

I will be the best that I can be.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	10
Perceptions	14
Priority Problem Statements	16
Data Documentation for CNA	18
Improvement Planning Data	19
Accountability Data	19
Student Data: Assessments	19
Student Data: Student Groups	19
Student Data: Behavior and Other Indicators	20
Employee Data	20
Parent/Community Data	20
Goals	21
Goal 1 : Allen ISD will cultivate a culture of excellence.	22
Goal 2 : Allen ISD will prepare students to be future ready for success in citizenshi...	26
Goal 3 : Allen ISD will empower students to take ownership of their learning and su...	28
State Compensatory Education	31
Budget for Norton Elementary	32
Funding Summary	33
Early Education: State Allotment	34
Bilingual/ESL: State Special Allotment	34
Special Education: State Special Allotment	34
GT Allotment	34



Comprehensive Needs Assessment

Demographics

Summary

Norton Elementary is a neighborhood school located in Allen ISD and has been open since 1997. We serve grades K-6 as well as one Functional Academics Classroom and two Structured Learning Classrooms. The demographic information provided from 2025-2026 Allen ISD district data dashboard indicates student enrollment Norton serves approximately 600 students with the following student groups:

- African American 7.3%
- Asian 40.4%
- Hispanic 9%
- Two or More Races 8.7%
- White 43.5%

In 2025-2026, Norton's student population consists of:

- Emergent Bilingual Learners: 11%
- Learners eligible for Special Education services: 16%
- Learners qualifying for Gifted and Talented services: 15%
- Learners who are considered to be At-Risk: 14.5%
- Learners considered to be Economically Disadvantaged: 10.3%

Norton staff members are generally experienced educators; the majority of Norton staff members are female. Teachers make up 69% of Norton staff, with Educational Aides and Administrative Support combining for the remaining 31%.

Strengths

Norton Elementary has many strengths. Some of the most notable strengths include:

- Norton Elementary is well supported by Allen ISD through robust Learner Services and Special Services departments.
- Enrollment at Norton is in-line with the size and capacity of the building, with enough rooms for all learners, including small group instruction.
- Neighborhood communities are very supportive of the school, and there is a high level of volunteerism from parents and other family members. Norton's PTA is robust and active.
- Diversity is evident within the campus population, and Norton students are accepting of others with different race and/or ethnicity.
- Norton has a strong school culture with the MORE program, teaching and recognizing positive behavior throughout the campus.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Working to build a sense of community between students, staff, parents, and stakeholders.	We are a diverse campus with multiple languages and cultures represented.
2 ★ Parents want more opportunities for students to engage in enrichment opportunities.	Not enough after school opportunities.
3 Families are eager to strengthen their partnership with the school and would like more opportunities to connect in meaningful ways beyond financial and goods contributions. This demonstrates a strong desire from families to be engaged, active participants in their child's school experience.	Current volunteer and engagement opportunities may be limited primarily to fundraising, donations, or event support, rather than interactive, learning-centered experiences.

★ = Priority

Student Learning

Summary

In 2026, Norton Elementary received an A Accountability Rating from the Texas Education Agency with distinctions in Academic Achievement in Science and

Norton Elementary students scored the following on the 2025-2026 STAAR exams.

2025-2026 RLA Scores				
Grade Level	Masters	Meets	Approaches	Did Not Meets
3rd	51%	78%	91%	9%
4th	49%	78%	90%	10%
5th	63%	79%	93%	7%
6th	73%	91%	98%	2%
2025-2026 MathScores				
Grade Level	Masters	Meets	Approaches	Did Not Meets
3rd	47%	75%	88%	12%
4th	59%	86%	95%	5%
5th	38%	71%	90%	10%
6th	56%	74%	95%	5%
2025-2026 Science Scores				
Grade Level	Masters	Meets	Approaches	Did Not Meets
5th	51%	68%	90%	10%

At the Spring 2026 End of the Year Math MAP Assessment, the Median Achievement Percentiles for Norton students were as follows:

- Kinder: 80th percentile
- 1st grade: 83rd percentile
- 2nd grade: 92nd percentile
- 3rd grade: 86th percentile
- 4th grade: 89th percentile
- 5th grade: 87th percentile
- 6th grade: 94th percentile

At the Spring 2026 End of the Year Reading MAP Assessment, the Median Achievement Percentiles for Norton students were as follows:

- 3rd grade: 86th percentile
- 4th grade: 88th percentile
- 5th grade: 81st percentile

Norton Elementary students are academically strong, scoring higher than the District Average in most areas and increasing growth in most areas from the prior academic year. However learning gaps are evident and growth is still needed. Students who struggle academically are identified, monitored, and provided intervention through the RTI process. Intervention is provided through small group instruction.

Strengths

An analysis of Norton Elementary student achievement reveals the following areas of strength:

- Norton students demonstrate strong overall academic achievement across RLA, Mathematics, and Science, with significant four-year growth at the Meets and Masters Grade Level performance levels.
- RLA is a campus strength, with all grade levels demonstrating growth in Meets and Masters performance from 2023 to 2026.
- Students are demonstrating increased mastery of grade-level content, with notable growth in the percentage of students achieving Masters Grade Level in RLA and Science.
- Mathematics students have demonstrated significant four-year growth, particularly in 4th grade, which increased from 36% to 59% at Masters and 67% to 86% at Meets.
- Norton students demonstrate the capacity to achieve at high levels, as evidenced by strong 2026 performance, including 91% Meets/73% Masters in 6th-grade RLA and 86% Meets/59% Masters in 4th-grade Mathematics.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Norton Elementary has implemented new curriculum and instructional resources across multiple content areas over the past four years, creating a need for increased vertical collaboration and alignment. A more consistent campus-wide process for educators to collaboratively analyze student work and formal and informal assessment data will help ensure common instructional expectations, strengthen con	New district resources and curriculum.
2★ Students are unsure about course selection, career paths, and future goals when they transition to secondary school.	Not enough direct exposure and teacher of opportunities, programs or career paths.
3★ Our Tier 2 and Tier 3 students are showing slow growth on district assessments requiring additional service.	Our student population has diverse needs requiring a variety support services.

★ = Priority

School Processes & Programs

Summary

Norton Elementary is committed to helping each & every student grow. Norton's staff are highly qualified educators who seek to understand grade level curriculum requirements and best practices in instruction and consistently strive to increase their effectiveness in the classroom. Teachers work together to plan lessons, create assessments, and discuss student work. Knowledge and use of data has improved in recent years, although additional work in this area continues.

Educators are involved in district level cadres for all content areas and several lead staff development sessions on campus and for the district. Teaching staff also work regularly with Allen ISD Instructional Specialists and campus-based Instructional Coaches in all content areas, including the Behavior Support Team and other Special Services personnel. A continued focus on Allen ISD's 6 Best Practices for the 2024-2025 school year indicates Norton's continued commitment to improvement in instructional strategies. A full calendar of staff professional development has been created and will be carried out throughout the school year, with the primary focus being on Tier 1 Intervention and active student engagement.

Norton Elementary is focused on increasing student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers and administrators work together to create goals that target student achievement. Norton Elementary uses many sources to facilitate student success. Student Intervention Team (SIT), 504, and/or Special Education ARD meetings are held with parents, classroom teachers, support teachers, counselor, campus intervention specialist and campus administration to create individual plans for student success. The Core Student Intervention Team meets regularly to maintain a strong focus on meeting the needs of every child on campus. This consistent, intentional communication between staff members has positively impacted the ability of the Norton staff to provide the interventions necessary for each child to reach his or her full potential.

In May of 2021, all Norton teachers were provided a Microsoft Surface to utilize for instructional planning, professional development, and classroom instruction. In fall of 2021, all Norton students were provided a laptop or Chromebook to utilize for educational purposes. Classrooms are equipped with interactive whiteboards and other various technology tools that foster a collaborative and communicative learning environment. During the summer of 2024, Norton received a Technology Refresh, resulting in updated devices throughout the campus, as well as a renovated PA/Bell System. These updates allow Norton staff to continue to provide high-quality instruction in the most efficient and meaningful way possible.

In order for these programs to run efficiently, processes, schedules, and organizational systems have been put into place at Norton. These systems are designed to maximize instructional time and facilitate meaningful and impactful small group intervention. Norton prides itself on having clear, consistently communicated systems of organizations, with a committee-based process that maximizes the collective expertise of our intelligent and caring staff.

Alongside academic and instructional programs, social emotional learning is a priority at Norton Elementary and is built into the master schedule. Through the MORE Program, Second Step Curriculum, and Community Circles, Norton educators make the social emotional health of their students a top priority.

Staff at Norton Elementary are each involved on committees, which make the majority of campus-wide decisions. In 2023-2024, Norton's Team Leader structure will be changing, with an Operational Leadership Team and an Instructional Leadership Team. Other Committees will include Programs, MORE, and Sunshine. These committees have leaders, agendas, and purpose statements which guide their monthly work together.

Strengths

The continued success of the Norton Elementary campus is a direct reflection of the utilization of research based best practices, making data-driven decisions, and caring for the social-emotional well-being of students. Some of the strengths that lead to this success include:

- Access to technology that fits within the scope of grade level TEKS and allows for collaboration among students
- Technology is utilized for core instruction, differentiation, and assessment purposes
- Safe educational environment

- Effective Core Student Intervention Team
- District and state assessments are effectively utilized to identify strengths and areas for improvement
- Educators use assessment data in a timely manner for identification of necessary interventions and to drive planning of core instruction
- Student progress is closely monitored and plans for support are implemented in a timely manner
- Campus schedules are developed to maximize instructional time
- Campus focus on building/maintaining strong relationships and social-emotional learning
- Committee-based decision making processes

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Working to build a sense of community between students, staff, parents, and stakeholders.	We are a diverse campus with multiple languages and cultures represented.
2 ★ Students are unsure about course selection, career paths, and future goals when they transition to secondary school.	Not enough direct exposure and teacher of opportunities, programs or career paths.
3 ★ Parents want more opportunities for students to engage in enrichment opportunities.	Not enough after school opportunities.
4 Families are eager to strengthen their partnership with the school and would like more opportunities to connect in meaningful ways beyond financial and goods contributions. This demonstrates a strong desire from families to be engaged, active participants in their child's school experience.	Current volunteer and engagement opportunities may be limited primarily to fundraising, donations, or event support, rather than interactive, learning-centered experiences.
5 Norton Elementary needs to increase opportunities for students to apply classroom learning through authentic, hands-on STEAM experiences. A consistent campus-wide approach will ensure that all students have opportunities to collaborate, problem-solve, create, and connect learning across Science, Technology, Engineering, Arts, and Mathematics to real-world applications.	A consistent campus-wide structure for coordinating STEAM learning across grade levels and content areas has not yet been established, resulting in limited opportunities for students to participate in vertically aligned, hands-on STEAM experiences connected to real-world applications.

6

By improving support and retention strategies, schools can stabilize special education staffing and ensure quality services for students.

Special education staff stay longer when schools provide strong supports, fair incentives, and a sense of belonging.

★ = Priority

Perceptions

Summary

Educators at Norton Elementary are committed to continuously improving and maintaining a positive campus and community culture. As our school grows, families are welcomed through a strong partnership between the school and PTA. Resources, clear communication, and events are designed to help families feel connected and comfortable.

Communication is consistent and multi-layered:

- Staff newsletters sent weekly
- Family newsletters sent weekly
- Updated website with news, FAQs, maps, and event sign-ups
- Instagram with 500+ followers, regularly engaging families

The PTA is highly active, involving a large portion of our community through annual events such as World Culture Day, Book Fair, Allen Eagle Run, Veterans Day, Breakfast Date with Someone Great, and Knights Watch. Parents serve as volunteers across campus, on the PTA Board, and in the Campus Improvement Team. Feedback from parents, staff, and students is gathered annually through surveys, which inform planning for the upcoming year.

Norton fosters a strong student culture through the MORE program, which celebrates positive behavior and builds connections across grade levels. Older students engage in leadership opportunities including MORE Influencers, peer mentorship, choir, and KNN Castle Corner broadcast team. After school, students participate in UIL, staff-led clubs, tutoring, and service projects such as a community library, garden beds, and kindness rock garden. Every student participates in community service, supporting local shelters, retirement communities, first responders, and hunger relief programs.

Community partnerships provide resources such as food, clothing, and supplies through initiatives like the Norton Care Closet, while local businesses support through donations and volunteerism.

Each day begins with the Norton Creed, which guides decision-making and behavior:

Today, I will be a knight in shining armor.

I will do more than I have to.

*I will treat others the way I want to be treated,
and I will be the best that I can be.*

Strengths

The Norton Elementary community is actively involved in supporting the school. Parents and community members have numerous opportunities to be involved in school activities that support the academic, social, and emotional well-being of Norton students. The following strengths are noted:

- High volunteerism from parents and families
- Very large turnout and volunteerism for special school events
- Multiple service projects available for student participation, as well as recognition for service projects conducted outside of school
- Multiple levels of teacher outreach support parent and family relationships
- The MORE campaign recognizes positive behavior and has increased the number of positive relationships between students and teachers
- Staff members collaborate effectively to support students who have academic, behavioral, and social-emotional needs

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Parents want more opportunities for students to engage in enrichment opportunities.	Not enough after school opportunities.
2 Families are eager to strengthen their partnership with the school and would like more opportunities to connect in meaningful ways beyond financial and goods contributions. This demonstrates a strong desire from families to be engaged, active participants in their child's school experience.	Current volunteer and engagement opportunities may be limited primarily to fundraising, donations, or event support, rather than interactive, learning-centered experiences.
3 Norton Elementary needs to increase opportunities for students to apply classroom learning through authentic, hands-on STEAM experiences. A consistent campus-wide approach will ensure that all students have opportunities to collaborate, problem-solve, create, and connect learning across Science, Technology, Engineering, Arts, and Mathematics to real-world applications.	A consistent campus-wide structure for coordinating STEAM learning across grade levels and content areas has not yet been established, resulting in limited opportunities for students to participate in vertically aligned, hands-on STEAM experiences connected to real-world applications.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Parents want more opportunities for students to engage in enrichment opportunities.

Not enough after school opportunities.

2
★

Norton Elementary has implemented new curriculum and instructional resources across multiple content areas over the past four years, creating a need for increased vertical collaboration and alignment. A more consistent campus-wide process for educators to collaboratively analyze student work and formal and informal assessment data will help ensure common instructional expectations, strengthen con

New district resources and curriculum.

3
★

Students are unsure about course selection, career paths, and future goals when they transition to secondary school.

Not enough direct exposure and teacher of opportunities, programs or career paths.

4
★

Working to build a sense of community between students, staff, parents, and stakeholders.

We are a diverse campus with multiple languages and cultures represented.

5
★

Our Tier 2 and Tier 3 students are showing slow growth on district assessments requiring additional service.

Our student population has diverse needs requiring a variety support services.

★ = 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
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ 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 assessments 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
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1 High Priority

By May 2027, Norton Elementary will strengthen campus-wide instructional practices by implementing vertical team collaboration to analyze formal and informal student data, including student work samples and assessment results, to ensure vertical alignment of instructional expectations and consistent practices.

Evaluation Data Source: Classroom, district, and state assessment data, observations, lesson plans, and progress monitoring

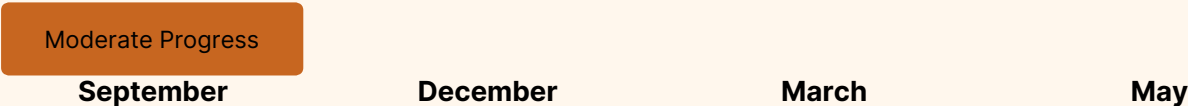
Strategy 1

Norton educators will participate in at least two vertical team meetings per semester to collaboratively analyze student work and assessment data, discuss instructional practices, and align grade level expectations.

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Instructional Coaches, Teacher leaders, Campus Administrators

Formative Reviews



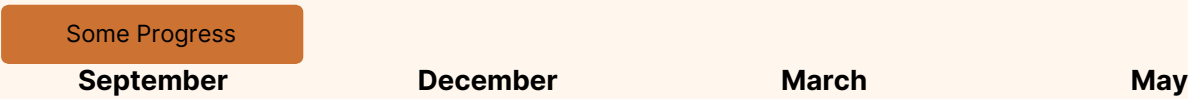
Strategy 2

We will regularly assess the effectiveness of Tier 1 instruction and intervention through qualitative and quantitative measures, such as student achievement data, teacher feedback, and classroom observations.

Strategy's Expected Result/Impact: Improved student learning & student growth

Staff Responsible for Monitoring: Instructional Coaches, Teacher leaders, Campus Administrators

Formative Reviews



Performance Objective 2

Norton Elementary teachers will use student data to plan and deliver differentiated instruction, providing targeted interventions to close learning gaps and create enrichment opportunities to extend learning as evidenced by student growth from BOY to EOY MAP scores.

Evaluation Data Source: Classroom, district, and state assessment data, observations, lesson plans, progress monitoring, tutoring and small group records

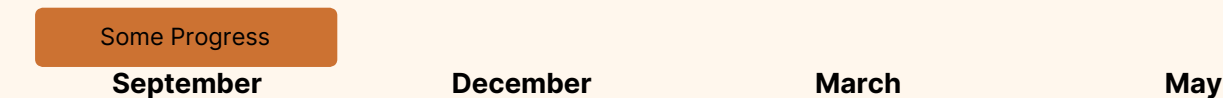
Strategy 1

Norton educators will work collaboratively with Instructional Coaches to analyze student data and create targeted intervention plans for Tier 2 & Tier 3 instruction.

Strategy's Expected Result/Impact: Academic growth of all students

Staff Responsible for Monitoring: Classroom teachers
Instructional coaches
Campus administrators

Formative Reviews



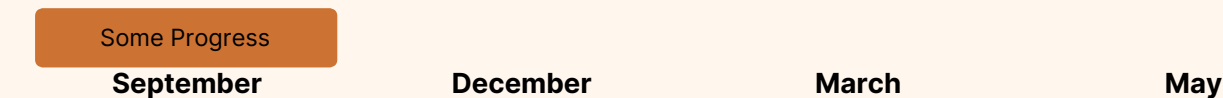
Strategy 2

Norton Elementary will create a learning environment that fosters the growth and development of advanced learners, ensuring they are appropriately challenged, engaged, and supported in reaching their full potential.

Strategy's Expected Result/Impact: Increased achievement of advanced learners

Staff Responsible for Monitoring: Campus administrators, instructional coaches, teacher leaders

Formative Reviews



Strategy 3

Norton Elementary educators will provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.

Strategy's Expected Result/Impact: Additional enrichment opportunities for gifted and talented students, Depth and Complexity Icons integration into lessons as needed

Staff Responsible for Monitoring: AIM Teachers
Classroom teachers

Funding Sources: GT Allotment, \$91,643

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Norton Elementary educators will provide learning experiences and services for special education students to support individual learning needs.

Strategy's Expected Result/Impact: Increase in performance of special education students on district and state assessments.

Staff Responsible for Monitoring: Special Education Staff Administrators

Funding Sources: Special Education: State Special Allotment, \$889,970

Formative Reviews

Some Progress

September

December

March

May

Strategy 5

Norton Elementary educators will provide support for emergent bilingual students to promote English language acquisition and academic achievement.

Strategy's Expected Result/Impact: Increased scores on TELPAS tests
Increase in participation and performance in classroom
Increase in performance on district & state assessments.

Staff Responsible for Monitoring: CIS, SSI teacher, ESL teacher, classroom teachers, Instructional coaches, Campus administration

Funding Sources: Bilingual/ESL: State Special Allotment, \$150

Formative Reviews

Some Progress

September

December

March

May

Strategy 6

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

Strategy's Expected Result/Impact: Provide supplemental programs and services to eliminate disparities in educationally disadvantaged and at-risk students.

Staff Responsible for Monitoring: Admin, Counselor, Teachers

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 May 2027, Norton Elementary will ensure that 100% of students in grades K-6 participate in at least two school-wide activities or learning experiences designed to build citizenship skills and prepare them for success in college, career, or the military.

Evaluation Data Source: Norton school calendar, lesson plans

Strategy 1

Norton Elementary will implement the MORE House System, a campus-wide system designed to recognize and encourage positive citizenship. Students will earn points for demonstrating core citizenship traits (generosity, responsibility, respect, leaving a legacy).

Strategy's Expected Result/Impact: Students will increase citizenship by displaying positive traits. These traits will help students grow socially and emotionally, leading to increased future-ready skills.

Staff Responsible for Monitoring: Campus administrators, counselor, classroom teachers, librarian

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Students will utilize the platform Xello throughout the school year to begin exploring options for future careers.

Strategy's Expected Result/Impact: Students will have a common vocabulary and common experiences as they move from grade to grade.

Students will be exposed to career opportunities.

Students will gain or strengthen future-ready skills necessary for life after high school.

Staff Responsible for Monitoring: Counselor, school administrators, classroom teachers

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Classroom teachers 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

Performance Objective 2

By May 2027, Norton Elementary will increase student engagement in Science, Technology, Engineering, Arts and Mathematics (STEAM) by providing at least two campus-wide STEAM experiences providing hands on, collaborative learning opportunities that connect to classroom learning to real-world application.

Evaluation Data Source: STEAM experience agendas for two days of implementation

Strategy 1

Norton Elementary will establish a teacher-led vertical STEAM team composed of grade-level teachers, special-area teachers, and the LMS to collaboratively design, plan, and implement two campus-wide STEAM experiences.

Strategy's Expected Result/Impact: Students will experience meaningful, hands-on STEAM learning opportunities that connect classroom content to real-world applications while increasing engagement, collaboration, creativity, critical thinking, and problem-solving across grade levels.

Staff Responsible for Monitoring: School administrators and committee leaders

Formative Reviews

Some Progress

September

December

March

May

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

During the 2026-2027 school year, Norton Elementary students will set and monitor at least one academic or behavioral goal per semester to support their consistent growth.

Evaluation Data Source: MAP data, mCLASS data, teacher feedback

Strategy 1

Norton educators will implement consistent process for students to set at least one academic or behavioral goal, with age-appropriate expectations and tools provided for each grade level.

Strategy's Expected Result/Impact: Increased student ownership and empowerment on their growth as a learner.

Staff Responsible for Monitoring: School administrators, Learning support specialists, counselor, classroom teachers

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 Reading Language Arts assessment will increase from 72% to 74.5% by Spring 2029.

Evaluation Data Source: STAAR Reading results

Strategy 1

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

Strategy's Expected Result/Impact: Increased knowledge of literacy intervention in primary teachers
Academic progress of primary students

Staff Responsible for Monitoring: Primary classroom teachers
Instructional coaches
Campus administrators
District support personnel

Funding Sources: Early Education: State Allotment, \$42,982

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Teachers of primary students will utilize MAP Growth Reading & mCLASS data to determine specific deficit areas for individual students. Data will be used to provide core, small group, and intervention instruction.

Strategy's Expected Result/Impact: Academic progress of primary students

Staff Responsible for Monitoring: Primary classroom teachers
Instructional coaches
Campus administrators

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3 **HB3 Goal**

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 69% to 71.5% by Spring 2029.

Evaluation Data Source: STAAR Math results

Strategy 1

Teachers of primary students will utilize MAP Growth Math data to determine specific areas of need for individual students. Data will be used to provide core, small group, and intervention instruction.

Strategy's Expected Result/Impact: Academic progress of primary students

Staff Responsible for Monitoring: Primary classroom teachers
Instructional coaches
Campus administrators

Formative Reviews

Some Progress

September

December

March

May



State Compensatory Education

State Compensatory

Budget for Norton Elementary

Total SCE Funds: \$122,187.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1		--	\$42,982.00
Sub-Total					\$42,982.00
Budgeted Fund Source Amount					\$42,982.00
+/- Difference					\$0.00

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5		--	\$150.00
Sub-Total					\$150.00
Budgeted Fund Source Amount					\$150.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4		--	\$889,970.00
Sub-Total					\$889,970.00
Budgeted Fund Source Amount					\$889,970.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		--	\$91,643.00
Sub-Total					\$91,643.00
Budgeted Fund Source Amount					\$91,643.00
+/- Difference					\$0.00