

# Allen Independent School District



## Reed Elementary

## 2026-2027 Campus Improvement Plan

# Mission Statement

Allen ISD:

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential.

Reed Elementary:

Reed Owls are a family of learners dedicated to achieving excellence by giving our personal best. Our diverse learning community promotes the critical thinking, problem-solving, and perseverance necessary for students to be successful!

# Vision

Allen ISD: Where Eagles Soar

Reed Elementary: Inspiring Success!

# Value Statement

Allen ISD Goals:

Transform the traditional classroom into an innovative learning experience that meets the needs of the individual learner. Transform the learning environment by increasing rigor and encouraging innovation so that students become effective problem solvers.

Integrate effective communication through advancing technologies and develop interpersonal skills throughout the learning environment.

Foster sustainable opportunities for every person to become a responsible and engaged citizen.

Reed Elementary:

We believe:

In a collaborative, professional learning community.

In cultivating strong partnerships between families and school.

In maintaining a positive, safe environment built upon high morale shared between staff, students, and community.

In our commitment to effective communication that is respectful and meaningful.

In empowering students to be well-rounded citizens who continue to grow as life-long learners.

# Table of Contents

|                                                                                          |    |
|------------------------------------------------------------------------------------------|----|
| <b>Comprehensive Needs Assessment</b>                                                    | 4  |
| Demographics                                                                             | 5  |
| Student Learning                                                                         | 7  |
| School Processes & Programs                                                              | 10 |
| Perceptions                                                                              | 12 |
| <b>Priority Problem Statements</b>                                                       | 14 |
| <b>Data Documentation for CNA</b>                                                        | 16 |
| Improvement Planning Data                                                                | 17 |
| Accountability Data                                                                      | 17 |
| Student Data: Assessments                                                                | 17 |
| Student Data: Student Groups                                                             | 18 |
| Student Data: Behavior and Other Indicators                                              | 18 |
| Employee Data                                                                            | 18 |
| Support Systems and Other Data                                                           | 19 |
| <b>Goals</b>                                                                             | 20 |
| Goal 1 : Allen ISD will cultivate a culture of excellence.                               | 21 |
| Goal 2 : Allen ISD will prepare students to be future ready for success in citizenshi... | 24 |
| Goal 3 : Allen ISD will empower students as learners and focus on individual growth.     | 28 |
| <b>Funding Summary</b>                                                                   | 33 |
| Comp Ed: State Special Allotment                                                         | 34 |
| Special Education: State Special Allotment                                               | 34 |
| Title II, Part A                                                                         | 34 |
| GT Allotment                                                                             | 34 |



# Comprehensive Needs Assessment

# Demographics

## Summary

Reed Elementary, a neighborhood school in Allen ISD, has served the Allen ISD community since 1983. The campus provides instruction for students in Kindergarten through Sixth Grade and includes one Functional Academics classroom. Projected enrollment for the 2026–2027 school year is approximately 425 students.

Enrollment data reflects a diverse student population: 19.3% African American, 31% Hispanic/Latino, 59.9% White, 9.2% Asian, and 10.1% identifying as Two or More Races. Approximately 40.59% of students are classified as Economically Disadvantaged, and 35.8% are identified as At-Risk. Additional student groups include 12.37% Emergent Bilingual students, 30.69% receiving Special Education services, and 3.71% identified as Gifted and Talented. The campus maintains an average attendance rate of 94.6%.

The Reed Elementary staff is highly qualified and committed to meeting the academic, social, and emotional needs of all students. The campus is supported by a diverse team that includes classroom teachers, paraprofessionals, Learning Support Specialists, a Behavior Specialist, and a Care Coordinator who provides outreach and resources for families. This collective expertise ensures that students receive comprehensive support both in and out of the classroom.

## Strengths

Reed Elementary is a collaborative and student-centered campus that values strong partnerships with families and the community. The staff and PTA work together to create a supportive environment where students feel connected, encouraged, and celebrated. The following strengths highlight key areas that contribute to Reed's positive culture, academic growth, and overall student success:

- Strong and consistent communication with parents, staff, and students
- Strong community involvement through schoolwide events and activities
- Active and supportive PTA partnership
- Multiple teacher grants awarded through the Foundation for Allen Schools to enhance classroom engagement, instruction, and student learning
- Community partnerships and grants that provide additional resources and learning opportunities for students
- Diverse student enrollment recognized and honored through campus initiatives
- Class sizes below the state average, supporting more individualized student learning
- Attendance rate aligns with the district average and consistently exceeds the state percentage
- Staff commitment to meeting the academic and nonacademic needs of students and families
- Schoolwide competitions and activities that promote positive morale, collaboration, and a supportive culture

# Problem Statements Identifying Demographics Needs

| Problem Statement                                                                                                                                                        | Root Cause                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>★</div> <div>Student absences and tardies result in lost instructional time and may negatively impact individual student achievement and growth.</div> | <div>Consistent, on-time attendance is not always prioritized by students and families, resulting in recurring absences and tardies.</div> |

★ = Priority

# Student Learning

## Summary

At Reed Elementary, we believe in empowering students to be well-rounded citizens who continue to grow as life-long learners. Our diverse learning community promotes the critical thinking, problem-solving, and perseverance necessary for students to be successful. Teachers and staff collaboratively review student data and provide supports through quality instruction, intervention, and enrichment.

## Strengths

Reed Elementary utilizes multiple measures of student achievement and growth, including mCLASS, NWEA MAP, district and classroom assessments, and STAAR, to monitor student progress, identify areas of strength and need, and guide instructional decisions. Overall 2025–2026 student learning data reflects positive academic growth across the campus, with areas of strong achievement as well as opportunities to improve consistency across grade levels, content areas, and student groups.

Strengths in the area of student learning include:

### 2025-2026 mClass

- K–2 students demonstrated strong early literacy growth, with the percentage of students performing At or Above benchmark increasing from 50% at BOY to 66% at EOY.
- The percentage of K–2 students performing Well Below benchmark decreased from 31% to 21%.
- Kindergarten demonstrated significant growth, increasing from 39% At or Above benchmark at BOY to 64% at EOY, a 25-percentage-point increase.
- First grade increased from 58% to 69% At or Above benchmark, with 43% of students finishing the year Above benchmark.
- Second grade increased from 56% to 65% At or Above benchmark, including an increase in students performing Above benchmark from 27% to 40%.
- All K–2 grade levels increased the percentage of students performing Above benchmark from BOY to EOY.

### 2025-2026 Math MAP

- K–6 Math growth median was at the 66th percentile, demonstrating strong overall student growth.
- Overall Math achievement increased from the 63rd percentile in fall to the 73rd percentile in spring.
- Fifth-grade Math demonstrated particularly strong growth with a growth median at the 80th percentile.
- Fourth-grade Math achieved a 75th-percentile growth median, and second grade achieved a 70th-percentile growth median.

### 2025-2026 Reading MAP

- Overall Reading 3–6 demonstrated a 63rd-percentile growth median.
- Reading achievement increased from the 59th percentile in fall to the 65th percentile in spring.
- Fifth-grade Reading achieved a 71st-percentile growth median, while sixth-grade Reading achieved a 66th-percentile growth median.
- Sixth-grade Reading achievement increased from the 70th percentile in fall to the 75th percentile in spring.

### 2025-2026 STAAR

- Sixth-grade RLA achieved 84% Approaches, 69% Meets, and 40% Masters.
- Sixth-grade RLA increased from 60% to 69% Meets and from 32% to 40% Masters from 2025 to 2026.
- Fifth-grade RLA achieved 84% Approaches, 56% Meets, and 21% Masters.
- Third-grade RLA improved from 2025 at both Approaches and Meets.
- Third-grade Math improved at Approaches, Meets, and Masters from 2025 to 2026.
- Fifth-grade Math maintained strong overall performance, with 83% of students achieving Approaches.

- Reed Elementary earned a TEA Distinction Designation for Academic Growth, recognizing strong student growth across the campus.

# Problem Statements Identifying Student Learning Needs

|    | Problem Statement                                                                                                                                                                                                                                                                                                     | Root Cause                                                                                                                                                                                                                                                                                   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1★ | Although Reed demonstrates strong overall student growth, achievement and growth remain inconsistent across grade levels, content areas, assessments, and student groups.                                                                                                                                             | Rigorous Tier 1 instructional practices, including differentiation, purposeful small-group instruction, progress monitoring, vertical alignment, and responsive instructional adjustments, are not implemented with consistent depth and fidelity across all grade levels and content areas. |
| 2★ | Fourth-grade Math STAAR achievement remains below desired performance levels. In 2026, 59% of students achieved Approaches, 38% achieved Meets, and 14% achieved Masters. Longitudinal data shows that Approaches performance has remained at approximately 59-60% for the past three years, compared to 89% in 2023. | Rigorous Tier 1 Math instructional practices, including differentiation, purposeful small-group instruction, progress monitoring, and responsive instructional adjustments, are not implemented with consistent depth and fidelity to ensure mastery of grade-level standards.               |
| 3★ | Fifth-grade Science achievement remains below desired performance levels. In 2026, 56% of students achieved Approaches, 21% achieved Meets, and 11% achieved Masters. Longitudinal STAAR data reflects a decline in Approaches performance from 68% in 2023 to 56% in 2026.                                           | Consistent alignment of academic vocabulary and high-quality Tier 1 Science instruction across grade levels is needed to strengthen students' conceptual understanding, application of scientific knowledge, and mastery of grade-level standards.                                           |

★ = Priority

# School Processes & Programs

## Summary

Reed Elementary maintains systems and programs that support a safe, organized, and student-centered learning environment. Strong communication among administrators, teachers, and families; established safety procedures; positive reinforcement systems; and an emphasis on maximizing instructional time contribute to a supportive campus environment.

## Strengths

- Strong communication among administrators, staff, and families.
- Established campus systems for recognizing and reinforcing positive student behavior.
- Strong safety procedures and emergency preparedness.
- Campus practices that protect and maximize instructional time.
- Programs and activities that promote student engagement and school connectedness.
- Existing mentoring and support structures for new teachers.

# Problem Statements Identifying School Processes & Programs Needs

|    | Problem Statement                                                                                                                                       | Root Cause                                                                                                                                                                         |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1★ | Campus expectations, procedures, and positive behavior supports are not implemented consistently across all classrooms, grade levels, and common areas. | Schoolwide expectations and procedures have not been explicitly defined, taught, reinforced, and monitored with consistent language and accountability across all campus settings. |

★ = Priority

# Perceptions

## Summary

Reed Elementary has established a positive school climate supported by strong relationships among students, staff, families, and the community. Students have access to a variety of supports, including counselor lessons, behavior support, targeted interventions, restorative practices, and other systems designed to address academic, behavioral, and social-emotional needs.

Families have multiple opportunities to engage with the school through PTA programs, campus events, volunteer opportunities, conferences, and school activities. Reed also utilizes a variety of communication systems, including campus and grade-level newsletters, flyers, the campus marquee, student folders, and electronic communication.

## Strengths

An active and highly supportive PTA that provides numerous opportunities for parent and community involvement, with strong participation in events such as STEAM Night, Winterfest, game nights, Book Buddies, and Watch Dogs. Strengths in this area include:

- Strong relationships and connections between students and staff.
- Students and families perceive Reed as a safe and supportive school environment.
- Multiple systems are available to support student behavioral, social-emotional, and academic needs.
- Active PTA and numerous opportunities for parent and community involvement.
- Multiple communication methods are used to share information with families.
- Established opportunities for staff collaboration and relationship building.

# Problem Statements Identifying Perceptions Needs

|   | Problem Statement                                                                                                                                                                                                           | Root Cause                                                                                                                                                                                             |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Campus expectations, student support systems, and relationship-building practices are not implemented with consistent fidelity across the school, which can result in varied experiences for students, staff, and families. | Campus-wide systems have developed over time without consistent structures for explicitly teaching expectations, monitoring implementation, reinforcing common practices, and ensuring accountability. |

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Although Reed demonstrates strong overall student growth, achievement and growth remain inconsistent across grade levels, content areas, assessments, and student groups.

Rigorous Tier 1 instructional practices, including differentiation, purposeful small-group instruction, progress monitoring, vertical alignment, and responsive instructional adjustments, are not implemented with consistent depth and fidelity across all grade levels and content areas.

2  
★

Student absences and tardies result in lost instructional time and may negatively impact individual student achievement and growth.

Consistent, on-time attendance is not always prioritized by students and families, resulting in recurring absences and tardies.

3  
★

Fourth-grade Math STAAR achievement remains below desired performance levels. In 2026, 59% of students achieved Approaches, 38% achieved Meets, and 14% achieved Masters. Longitudinal data shows that Approaches performance has remained at approximately 59-60% for the past three years, compared to 89% in 2023.

Rigorous Tier 1 Math instructional practices, including differentiation, purposeful small-group instruction, progress monitoring, and responsive instructional adjustments, are not implemented with consistent depth and fidelity to ensure mastery of grade-level standards.

4  
★

Fifth-grade Science achievement remains below desired performance levels. In 2026, 56% of students achieved Approaches, 21% achieved Meets, and 11% achieved Masters. Longitudinal STAAR data reflects a decline in Approaches performance from 68% in 2023 to 56% in 2026.

Consistent alignment of academic vocabulary and high-quality Tier 1 Science instruction across grade levels is needed to strengthen students' conceptual understanding, application of scientific knowledge, and mastery of grade-level standards.

5  
★

Campus expectations, procedures, and positive behavior supports are not implemented consistently across all classrooms, grade levels, and common areas.

Schoolwide expectations and procedures have not been explicitly defined, taught, reinforced, and monitored with consistent language and accountability across all campus settings.

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

## Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

## Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

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

## Support Systems and Other Data

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



# Goals

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

## Performance Objective 1

During the 2026-2027 school year, Reed Elementary will cultivate a culture of excellence by strengthening family-school partnerships, consistently implementing campus-wide expectations and positive behavior supports.

**Evaluation Data Source:** Parent feedback survey, attendance reports, parent communication preferences survey, parent/family attendance information, collaboration from staff on school-wide expectations

### Strategy 1

Reed Elementary will increase family engagement by providing purposeful opportunities for families to learn about campus programs, expectations, and ways to support student success, including a campus Parent Information Night.

**Strategy's Expected Result/Impact:** Parent participation and involvement will increase.

**Staff Responsible for Monitoring:** Campus Administrators, campus Leadership Team

#### Actions for Implementation

| Action # | Actions for Implementation      | Person(s) Responsible                           | Timeline  | Complete |
|----------|---------------------------------|-------------------------------------------------|-----------|----------|
| 1        | Host a Parent Information Night | Administrators, Teachers/staff, Leadership Team | Fall 2026 |          |

**Problem Statements:** School Processes & Programs 1

#### Formative Reviews

No Progress

September

December

March

May

### Strategy 2

Reed Elementary will implement and monitor consistent campus-wide expectations and positive behavior supports through common language, explicit teaching, reinforcement, and staff accountability across all school settings.

**Strategy's Expected Result/Impact:** Increased consistency in staff implementation of campus expectations will result in clearer expectations for students, increased positive student behavior, fewer behavioral concerns, and a more positive and predictable school environment.

**Staff Responsible for Monitoring:** All staff

**Actions for Implementation**

| Action # | Actions for Implementation                                                                                                                                                                     | Person(s) Responsible | Timeline          | Complete |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|----------|
| 1        | Define and communicate campus-wide expectations, use common language and procedures, explicitly teach campus expectations, implement consistent positive reinforcement and recognition systems | All staff             | 26-27 school year |          |

**Problem Statements:** School Processes & Programs 1

**Formative Reviews**

Some Progress

September

December

March

May

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

Campus expectations, procedures, and positive behavior supports are not implemented consistently across all classrooms, grade levels, and common areas.

Schoolwide expectations and procedures have not been explicitly defined, taught, reinforced, and monitored with consistent language and accountability across all campus settings.

**Performance Objective 2**

During the 2026-2027 school year, Reed Elementary will cultivate a culture of excellence by promoting consistent student attendance to achieve an attendance rate of 97% or higher.

**Evaluation Data Source:** Attendance reports

**Strategy 1**

Reed Elementary will implement an attendance awareness campaign ("Present Potato") with regular recognition for classes meeting attendance goals.

**Strategy's Expected Result/Impact:** Student attendance will increase, which will lead to improved student achievement and growth.

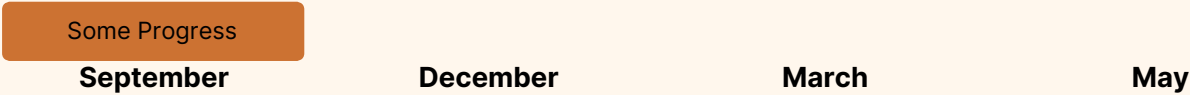
**Staff Responsible for Monitoring:** Campus Administrators, PEIMS/Attendance Specialist, teachers

Actions for Implementation

| Action # | Actions for Implementation                                                                | Person(s) Responsible | Timeline          | Complete |
|----------|-------------------------------------------------------------------------------------------|-----------------------|-------------------|----------|
| 1        | Attendance reports, recognition program records, class celebrations for attendance goals. | Administrators, staff | 26-27 school year |          |

Problem Statements: Demographics 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

|   | Problem Statement                                                                                                                   | Root Cause                                                                                                                      |
|---|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | Student absences and tardies result in lost instructional time and may negatively impact individual student achievement and growth. | Consistent, on-time attendance is not always prioritized by students and families, resulting in recurring absences and tardies. |

# Goal 2 Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

## Performance Objective 1

During the 2026-2027 school year, Reed Elementary will prepare students for future success by providing high-quality, rigorous learning experiences that promote academic growth, critical thinking, problem solving, and student ownership of learning, with at least 85% of students meeting or exceeding expected growth in Reading and Math as measured by district and state assessments.

**Evaluation Data Source:** Student data for district and state assessments, including MAP Student Growth Summary, STAAR results, mClass data

### Strategy 1 Targeted Support Strategy

Reed Elementary educators will maximize instructional time and implement research-based Tier 1 instructional practices that include differentiation, purposeful small-group instruction, formative assessment, student goal setting and feedback, and responsive instructional adjustments to support achievement and growth for all learners.

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

**Staff Responsible for Monitoring:** Reed Elementary staff

#### Actions for Implementation

| Action # | Actions for Implementation                                                                                                          | Person(s) Responsible | Timeline          | Complete |
|----------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|----------|
| 1        | student growth tracking, student goal setting, small group instruction, differentiation, formative assessments, purposeful feedback | All staff             | 26-27 school year |          |

**Problem Statements:** Student Learning 1

#### Formative Reviews

Some Progress

September

December

March

May

### Strategy 2 Targeted Support Strategy

Reed Elementary educators will participate in year-long professional learning and collaborative planning focused on strengthening Tier 1 instruction, analyzing student data, increasing vertical alignment, and supporting student growth across all grade levels.

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

**Staff Responsible for Monitoring:** Reed Elementary Staff

**Actions for Implementation**

| Action # | Actions for Implementation                                                                                                                                                                 | Person(s) Responsible | Timeline          | Complete |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|----------|
| 1        | SBR collaboration three times during the school year, planning with LSSs, team planning and internalization, Core SIT meetings, professional development, vertical alignment collaboration | All staff             | 26-27 school year |          |

**Problem Statements:** Student Learning 1

**Formative Reviews**

Some Progress

September

December

March

May

### Strategy 3

Reed Elementary educators will provide targeted supplemental instruction, intervention, and enrichment based on student data to address identified learning needs and accelerate academic growth.

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

**Staff Responsible for Monitoring:** Reed Elementary staff

**Problem Statements:** Student Learning 1

**Funding Sources:** Provide supplemental instructional support to improve academic achievement for all students. Title II, Part A, \$84,200

**Formative Reviews**

Some Progress

September

December

March

May

### Strategy 4

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

**Strategy's Expected Result/Impact:** District and state assessment will show growth for students receiving special education services.

**Staff Responsible for Monitoring:** Campus Administrators, Diagnostician, Case Managers, Teachers

**Problem Statements:** Student Learning 1

**Funding Sources:** Designated funds include some Special Education staffing and/or resources.  
Special Education: State Special Allotment, \$781,538

### Formative Reviews

Some Progress

September

December

March

May

## Strategy 5

Reed Elementary educators will provide supplemental learning experiences and services for identified at-risk students, promoting academic achievement progressing towards future ready success.

**Strategy's Expected Result/Impact:** Students will show academic growth on district and campus assessments.

**Staff Responsible for Monitoring:** Reed Elementary staff

**Problem Statements:** Student Learning 1

**Funding Sources:** Designated funds are intended to provide supplemental programs and services to eliminate disparities in educationally disadvantaged and at-risk students. Comp Ed: State Special Allotment, \$172,373

### Formative Reviews

Some Progress

September

December

March

May

## Strategy 6

Reed Elementary educators provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.

**Strategy's Expected Result/Impact:** District and state assessment will show growth for Emergent Bilingual learners.

**Staff Responsible for Monitoring:** Campus Administrators, Emergent Bilingual Facilitator, Teachers

**Problem Statements:** Student Learning 1

### Formative Reviews

Some Progress

September

December

March

May

## Strategy 7

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

**Strategy's Expected Result/Impact:** District and state assessment will show an increase in academic progress for gifted learners.

**Staff Responsible for Monitoring:** Campus Administrators, AIM teacher, Teachers

**Problem Statements:** Student Learning 1

**Funding Sources:** Provide supplemental instructional support to improve academic achievement for all students. GT Allotment, \$100

**Formative Reviews**



**Performance Objective 1 Problem Statements Identifying Student Learning**

| Problem Statement                                                                                                                                                                             | Root Cause                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <p>Although Reed demonstrates strong overall student growth, achievement and growth remain inconsistent across grade levels, content areas, assessments, and student groups.</p> | <p>Rigorous Tier 1 instructional practices, including differentiation, purposeful small-group instruction, progress monitoring, vertical alignment, and responsive instructional adjustments, are not implemented with consistent depth and fidelity across all grade levels and content areas.</p> |

# Goal 3

Allen ISD will empower students as learners and focus on individual growth.

## Performance Objective 1 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 44% to 46.5% by Spring 2029.

**Evaluation Data Source:** District Assessment Results, STAAR Results, Progress Monitoring Data Points

### Strategy 1

Reed Elementary educators will strengthen K-3 instruction through high-quality Tier 1 practices, purposeful use of student data, differentiated small-group instruction, and targeted intervention to address individual learning needs and increase grade-level proficiency.

**Strategy's Expected Result/Impact:** District and state assessments will show student growth.

**Staff Responsible for Monitoring:** Reed Elementary staff

#### Actions for Implementation

| Action # | Actions for Implementation                                                                                                                                                | Person(s) Responsible                          | Timeline          | Complete |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------|----------|
| 1        | mCLASS progress monitoring, targeted foundational-skills groups, collaborative analysis of student data, vertical alignment of literacy skills, and student goal setting. | Administrators, K-3 teachers, support teachers | 26-27 school year |          |

**Problem Statements:** Student Learning 1

#### Formative Reviews

Some Progress

September

December

March

May

## Performance Objective 1 Problem Statements Identifying Student Learning

### Problem Statement

### Root Cause

1

Although Reed demonstrates strong overall student growth, achievement and growth remain inconsistent across grade levels, content areas, assessments, and student groups.

Rigorous Tier 1 instructional practices, including differentiation, purposeful small-group instruction, progress monitoring, vertical alignment, and responsive instructional adjustments, are not implemented with consistent depth and fidelity across all grade levels and content areas.

## Performance Objective 2 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 47% to 49.5% by Spring 2029.

**Evaluation Data Source:** District Assessment Results, STAAR Results, Progress Monitoring Data Points

### Strategy 1

Reed Elementary educators will strengthen K-3 instruction through high-quality Tier 1 practices, purposeful use of student data, differentiated small-group instruction, and targeted intervention to address individual learning needs and increase grade-level proficiency.

**Strategy's Expected Result/Impact:** District and state assessments will show student growth.

**Staff Responsible for Monitoring:** Reed Elementary staff

#### Actions for Implementation

| Action # | Actions for Implementation                                                                                                                         | Person(s) Responsible                          | Timeline          | Complete |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------|----------|
| 1        | targeted small group instruction, differentiation, collaborative analysis of student data, vertical alignment of skills, and student goal setting. | Administrators, K-3 teachers, support teachers | 26-27 school year |          |

**Problem Statements:** Student Learning 1

#### Formative Reviews

Some Progress

September

December

March

May

## Performance Objective 2 Problem Statements Identifying Student Learning

### Problem Statement

### Root Cause

1

Although Reed demonstrates strong overall student growth, achievement and growth remain inconsistent across grade levels, content areas, assessments, and student groups.

Rigorous Tier 1 instructional practices, including differentiation, purposeful small-group instruction, progress monitoring, vertical alignment, and responsive instructional adjustments, are not implemented with consistent depth and fidelity across all grade levels and content areas.

## Performance Objective 3

Reed Elementary will increase the percentage of 4th grade students that score Approaches Grade Level or above on STAAR Math from 59% in 2025-2026 to 65% in 2026-2027.

**Evaluation Data Source:** Math MAP, STAAR assessment

### Strategy 1

Reed Elementary educators will strengthen grade-level achievement through high-quality Tier 1 instruction and purposeful analysis of student data to identify learning needs, differentiate instruction, provide targeted support, and monitor student progress toward mastery of grade-level standards.

**Strategy's Expected Result/Impact:** Student achievement data will increase for 4th grade STAAR math

**Staff Responsible for Monitoring:** Administrators, teachers

#### Actions for Implementation

| Action # | Actions for Implementation                                                                                                             | Person(s) Responsible                                            | Timeline          | Complete |
|----------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------|----------|
| 1        | Student data tracking, professional development, student goal setting, differentiation, small group instruction, formative assessments | 4th Grade Teachers, LSS, Campus Administrators, support teachers | 26-27 school year |          |

**Problem Statements:** Student Learning 2

#### Formative Reviews

Some Progress

September

December

March

May

## Performance Objective 3 Problem Statements Identifying Student Learning

### Problem Statement

### Root Cause

2

Fourth-grade Math STAAR achievement remains below desired performance levels. In 2026, 59% of students achieved Approaches, 38% achieved Meets, and 14% achieved Masters. Longitudinal data shows that Approaches performance has remained at approximately 59-60% for the past three years, compared to 89% in 2023.

Rigorous Tier 1 Math instructional practices, including differentiation, purposeful small-group instruction, progress monitoring, and responsive instructional adjustments, are not implemented with consistent depth and fidelity to ensure mastery of grade-level standards.

## Performance Objective 4

Reed Elementary will increase the percentage of 5th grade students that score Approaches Grade Level or above on STAAR Science from 56% in 2025-2026 to 63% in 2026-2027.

**Evaluation Data Source:** Science MAP, STAAR assessment, Vertical Team collaboration

### Strategy 1

Reed Elementary educators will strengthen grade-level achievement through high-quality Tier 1 instruction and purposeful analysis of student data to identify learning needs, differentiate instruction, provide targeted support, and monitor student progress toward mastery of grade-level standards.

**Strategy's Expected Result/Impact:** Student achievement data will increase for 5th grade STAAR Science.

**Staff Responsible for Monitoring:** Administrators, teachers

#### Actions for Implementation

| Action # | Actions for Implementation                                                                                                                                                                                                         | Person(s) Responsible                                            | Timeline          | Complete |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------|----------|
| 1        | Student data tracking, professional development, student goal setting, differentiation, small-group instruction, formative assessment, vertical alignment collaboration, and intentional alignment of Science academic vocabulary. | 5th Grade Teachers, LSS, Campus Administrators, support teachers | 26-27 school year |          |

**Problem Statements:** Student Learning 3

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Fifth-grade Science achievement remains below desired performance levels. In 2026, 56% of students achieved Approaches, 21% achieved Meets, and 11% achieved Masters. Longitudinal STAAR data reflects a decline in Approaches performance from 68% in 2023 to 56% in 2026.

Consistent alignment of academic vocabulary and high-quality Tier 1 Science instruction across grade levels is needed to strengthen students' conceptual understanding, application of scientific knowledge, and mastery of grade-level standards.



# Funding Summary

# Funding Summary

## Comp Ed: State Special Allotment

| Goal                        | Performance Objective | Strategy | Resources Needed                                                                                                                                          | Account Code | Amount       |
|-----------------------------|-----------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 2                           | 1                     | 5        | Designated funds are intended to provide supplemental programs and services to eliminate disparities in educationally disadvantaged and at-risk students. | --           | \$172,373.00 |
| Sub-Total                   |                       |          |                                                                                                                                                           |              | \$172,373.00 |
| Budgeted Fund Source Amount |                       |          |                                                                                                                                                           |              | \$172,373.00 |
| +/- Difference              |                       |          |                                                                                                                                                           |              | \$0.00       |

## Special Education: State Special Allotment

| Goal                        | Performance Objective | Strategy | Resources Needed                                                           | Account Code | Amount       |
|-----------------------------|-----------------------|----------|----------------------------------------------------------------------------|--------------|--------------|
| 2                           | 1                     | 4        | Designated funds include some Special Education staffing and/or resources. | --           | \$781,538.00 |
| Sub-Total                   |                       |          |                                                                            |              | \$781,538.00 |
| Budgeted Fund Source Amount |                       |          |                                                                            |              | \$781,538.00 |
| +/- Difference              |                       |          |                                                                            |              | \$0.00       |

## Title II, Part A

| Goal                        | Performance Objective | Strategy | Resources Needed                                                                             | Account Code | Amount      |
|-----------------------------|-----------------------|----------|----------------------------------------------------------------------------------------------|--------------|-------------|
| 2                           | 1                     | 3        | Provide supplemental instructional support to improve academic achievement for all students. | --           | \$84,200.00 |
| Sub-Total                   |                       |          |                                                                                              |              | \$84,200.00 |
| Budgeted Fund Source Amount |                       |          |                                                                                              |              | \$84,200.00 |
| +/- Difference              |                       |          |                                                                                              |              | \$0.00      |

## GT Allotment

| Goal                        | Performance Objective | Strategy | Resources Needed                                                                             | Account Code | Amount   |
|-----------------------------|-----------------------|----------|----------------------------------------------------------------------------------------------|--------------|----------|
| 2                           | 1                     | 7        | Provide supplemental instructional support to improve academic achievement for all students. | --           | \$100.00 |
| Sub-Total                   |                       |          |                                                                                              |              | \$100.00 |
| Budgeted Fund Source Amount |                       |          |                                                                                              |              | \$100.00 |
| +/- Difference              |                       |          |                                                                                              |              | \$0.00   |