

Allen Independent School District



Allen High School

Accountability Rating: A

2026-2027 Campus Improvement Plan

Mission Statement

We empower Eagles to soar now and beyond the nest.

Vision

Every Eagle known, every talent grown, every future inspired!

Value Statement

Excellence - Relentless dedication to raise personal and community standards

Resilience - Committed and equipped to face any challenge

Unity - Connected in pride, purpose, and respect for all

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Priority Problem Statements	12
Data Documentation for CNA	14
Improvement Planning Data	15
Accountability Data	15
Goals	16
Goal 1 : Allen ISD will cultivate a culture of excellence.	17
Goal 2 : Allen ISD will prepare students to be future ready for success in citizenshi...	19
Goal 3 : Allen ISD will empower students to take ownership of their learning and su...	22
Funding Summary	24
Bilingual/ESL: State Special Allotment	25
CCMR: State Allotment	25
Comp Ed: State Special Allotment	25
CTE: State Special Allotment	25
Special Education: State Special Allotment	26
Title III, Part A- IMM	26
Carl Perkins: Federal	26
GT Allotment	26



Comprehensive Needs Assessment

Demographics

Summary

Allen High School serves grades 10–12 in Collin County. Although this improvement plan focuses on the 2026–2027 school year, the demographic information comes from 2024–2025 available information unless otherwise noted. Allen High School student enrollment growth has begun to level in recent years and currently has 5,230 students enrolled, a decrease from the prior year of 5,386.

Allen High School enrollment continues to experience minimal enrollment shifts in our student demographic groups.

Student Demographics

Student Demographic	2024-2025	2025-2026
African American	14.5%	13.6%
American Indian	1.2%	.5%
Asian	25.9%	27.8%
Hispanic	13.8%	15.7%
Pacific Islander	0.3%	0.2%
Two or More Races	5.9%	5.1%
White	44.8%	37%

Attendance & Graduation Rates

School Year	Attendance Rates	Graduation Rates
2019–2020	96.4%	98.6%
2020–2021	Covid	97.6%
2021–2022	93.1%	97.7%
2022–2023	96.2%	97.2%
2023–2024	93.9%	98.0%
2024–2025	94.2%	98.1%

Student Program Categories

Student Categories	2025–2026
Section 504 Identified	27.6%
At-Risk Identified	22.8%

Emergent Bilingual (EB)	7.2%
Economically Disadvantaged	16.5%
Career & Technical Education (CTE)	65.0%
Gifted & Talented (GT)	28.4%
Special Education	12.1%

Strengths

- **Diverse Student Body:** Culturally rich student population with strong representation across diverse racial and ethnic groups.
- **Consistently High Graduation Rates:** Maintains a graduation rate near 98%, well above state averages.
- **Strong Attendance Rates:** Demonstrates stable student engagement with attendance consistently exceeding 94%.
- **High Program Participation:** Robust enrollment across specialized programs, 28.4% in Gifted & Talented, and comprehensive support services for 504 and Special Education students.

Student Learning

Summary

Over the course of the 2020-21 school year (post Covid absence in school), our leadership team and Instructional Coaches began assessing where our instruction and student learning is compared to Pre-Covid.

We identified 5 instructional "Big Rocks" that we believe are all tied to student learning. We defined what they should and should not look like and conducted walk throughs to assess on what level these Big Rocks were actually happening in classrooms.

1. **PLC -the primary vehicle for all other Big Rocks to impact instruction** (Defined as: Groups of educators who meet regularly to share expertise, analyze student work, design instruction and assessment as well as collaborate to improve pedagogy and the academic and social emotional performance of students.
2. **Common Assessment Design and Data** Defined as: Targeted, standard-based assessments designed and utilized by all PLC members in order to measure student mastery
3. **Purposeful Peer to Peer Conversations** Defined as: Students have intentionally structured, equitable opportunities to communicate with their peers about learning objectives.
4. **SEL Integration** Defined as: True SEL integration is seamlessly embedded into content, intentionally incorporates social emotional skills into the learning process and creates a culture of inclusivity throughout the school community .
5. **Small Group Instruction** Defined as: Small group instruction is when a teacher facilitates differentiated Instruction based on data and standards to a small group of students in order to provide initial instruction, intervene or increase understanding.

Continuing into the 24-25 school year, AHS will increase its focus on the PLC refresh. Revising PLC best practices, why PLC's make us better and how they impact instruction. AHS is working to train and empower team leads to be better facilitators of their PLC teams.

By incorporating instructional and data protocols for each PLC to use as a guide to improve instruction. These protocols help teachers to focus on the instructional components of teaching by helping the teacher refine their reflective practice, unpacking their TEKS, examining the assessment tool prior to teaching the unit as well as refining their data analysis by focusing on the Item analysis, standards analysis & examining student work.

Problem Statements Identifying Student Learning Needs

Problem Statement		Root Cause
1	Truancy/chronic absenteeism is linked to student disengagement from certain classes, especially the 90-minute block classes, as well as adjacency to privilege periods.	Training and support needed in the instructional use of the 90-minute block, as well as awareness of student temptation to leave early for a privilege period or not return to class following one.

★ = Priority

School Processes & Programs

Summary

AHS has put systems in place to address a focus on Curriculum & Instruction, hiring/retention of new staff, and created systems of support for students in need of support at the first signs of struggle.

Curriculum & Instruction:

- Created a 2 year plan to address instruction for student success post-covid including a focus on PLC, SEL, Common Assessment, Small Group Instruction and Purposeful Peer to Peer conversations as the Big Rocks. We are also implementing Kagan structures on our campus.
- Year 2 we have trained all teachers on Kagan Day 2 structures and have worked to refine the PLC process by including Instruction & Data Protocols.
- Year 3 we implemented social emotional practices to support the classroom community and school culture.
- Year 4 we are working on PLC structure and expectations, empowering out Team Facilitators to push our teams and improve Tier 1 instruction and intervention.

Hiring/Retention:

- AHS utilizes a structured process for identifying and hiring new staff which includes phone screening candidates, student evaluation (PALS as part of interview), interview committees using standardized questions (w/rubric scoring), and a final round interview with the Executive Principal.
- AHS uses Mentor and Buddy teachers to help new staff acclimate to our school culture and promote teacher retention.

AHS has implemented many systems of support to address students at the first sign of struggle, they include;

- Academic Monitoring -every 3 weeks grades are evaluated and students who are failing (criteria determined at each grade pull) are placed with a teacher who will support their study habits, communication with the teacher, goal setting and mentoring.
- Support services/504/EB- designated administrator and staff to support students being served.
- Intervention Hub (formerly the Tutoring center)- available to all students during the school day who need help with core content classes. Students can utilize privilege periods to attend.
- Testing Center - available all day and before/after school. This allows students flexibility to schedule redo/make up or missed tests and allows the teacher to have an authentic tutoring time.
- Centralized Attendance & Discipline centers - allows students/parents and teachers to know where to go for assistance and build consistency in our discipline practices.
- Freshman Bridge - identified students rising from 9th grade center who are severely credit deficient and created a support class to assist with earning unfulfilled credits.
- Credit recovery program (Eagle Academy) to assist students who need to make up failed credits.
- Eagle Tutor program partners students in need with a student tutor.

Strengths

By creating a 4 year plan to address Curriculum & Instruction for students we have established a focus that promotes authentic implementation and evaluation opportunities.

Our hiring process helps to ensure consistency across house principals as the leads to each hiring committee.

By implementing these systems of support we are able to increase the number of concerned adults interacting with students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Not all UIL Academic competitive events have been offered at AHS due to lack of recruitment of teacher coaches for each event. Students deserve to have opportunities to participate in all of the UIL Academic events.	Loss of a key staff member who previously coordinated UIL Academics with excellence led to reduced intentionality in teacher recruitment for UIL Academic event coaching.

 = **Priority**



Priority Problem Statements

Problem Statement

Root Cause

1★

AHS is underperforming its potential in the area of College, Career, and Military Readiness. More importantly, students are missing out on opportunities to gain competitive advantages in the college application process, in career fields, and in military enlistment/the benefits that come with enlistment in the military.

Staff, students, and families lack understanding of the purpose of CCMR measures and the benefits of student participation in TSIA testing, Industry-Based Certifications, and pursuing military interests. Further, students and families seem to misunderstand the benefits of enrollment in CTE courses, opting instead for privilege periods or courses that do not lead to a CTE pathway or certification.

2★

Teachers have become increasingly concerned with student academic dishonesty, primarily via the use of artificial intelligence (AI). It is impossible to prevent students from accessing and using AI to assist with completion of assignments or answering questions on tests. Furthermore, the use of AI to assist with one's work is a skill that could empower learners in their future learning and work.

Artificial intelligence (AI) is pervasively available and free to access. Students are very comfortable accessing it to help answer questions. Traditional questioning easily lends to AI answers. Students currently do not have to put a great deal of thought into the way they prompt AI to query.

3★

AHS has previously lacked a unified approach to internal and external communication. Communication has come from each of the three functions (C&I, Operations, Support Services) and other areas, leading to siloed and disconnected communication.

The campus once had a Communications coordinator. When that position was eliminated, no system was created to replace the position and/or effectively plan and coordinate communication inside the campus and to the community.

4★

Truancy/chronic absenteeism is linked to student disengagement from certain classes, especially the 90-minute block classes, as well as adjacency to privilege periods.

Training and support needed in the instructional use of the 90-minute block, as well as awareness of student temptation to leave early for a privilege period or not return to class following one.

★ = 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 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ 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



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Allen High School will increase parent, staff, and student positive perception of campus internal and external communication processes, as measured by Spring 2027 survey compared with Fall 2026 baseline.

Evaluation Data Source: Parent, student, staff survey regarding communication systems and processes

Strategy 1

Establish Communications Function Team in addition to existing teams of Operations, C&I, and Support Services. Communications Function will meet weekly and serve to plan and organize all internal and external communications, including identifying communication needs and determining how items will be communicated within the campus and to the greater community.

Strategy's Expected Result/Impact: Streamlined, focused, and effective communication to staff and students, as well as to the community

Staff Responsible for Monitoring: Carrie Jackson, Shelly Homes, Jennifer Morrow, Garrett Daniels, Stefani Gundel

Problem Statements: School Organization 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

AHS has previously lacked a unified approach to internal and external communication. Communication has come from each of the three functions (C&I, Operations, Support Services) and other areas, leading to siloed and disconnected communication.

The campus once had a Communications coordinator. When that position was eliminated, no system was created to replace the position and/or effectively plan and coordinate communication inside the campus and to the community.

Performance Objective 2

Allen High School will increase the number of opportunities for students to participate in UIL Academic events.

Evaluation Data Source: Report showing number of UIL Academic teams offered for AHS/LFC students

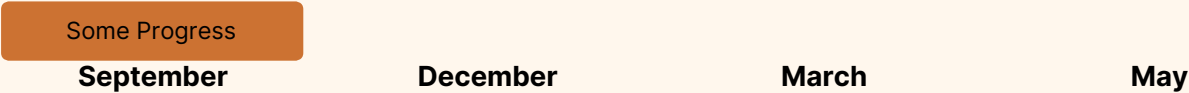
Strategy 1

Ensure UIL event coaches are secured for every UIL Academic event.

Strategy's Expected Result/Impact: Students will not miss out on opportunities to compete due to lack of coaches.

Staff Responsible for Monitoring: Garrett Daniels, Carrie Jackson, Communications Function leaders

Formative Reviews



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

Performance Objective 1

Allen High School will increase the number of graduates who meet CCMR from 64% in the 2025-2026 school year to at least 80% by the end of the 2026-2027 school year.

Strategy 1

Educate staff on College, Career, Military Readiness (CCMR) standards.

Strategy's Expected Result/Impact: Awareness of the standards is foundational to achieving the steps to help students achieve CCMR Met.

Staff Responsible for Monitoring: Goal Champion Cody Gambill
Eagle Admin Team
Toni Crisler

Problem Statements: Student Achievement 1

Funding Sources: TSIA Testing Units, Training and Communication Resources CTE: State Special Allotment, \$5,000

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Increase administration of Industry-Based Certification tests and student attainment of certifications.

Strategy's Expected Result/Impact: Higher expectations for students to take and pass IBCs. Students gain a significant competitive advantage for careers and opportunities after high school when they achieve these certifications.

Staff Responsible for Monitoring: Goal Champion Cody Gambill
Eagle Admin Team
Toni Crisler
Teachers administering IBCs

Problem Statements: Student Achievement 1

Funding Sources: Testing Licenses CTE: State Special Allotment,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Increase TSIA testing opportunities by administering the assessment to targeted grade level groups.

Strategy's Expected Result/Impact: Strategic administration of the TSIA to specific student groups will help students with the college admission process.

Staff Responsible for Monitoring: Goal Champion Cody Gambill
Eagle Admin Team
Toni Crisler

Problem Statements: Student Achievement 1

Funding Sources: Testing Units CTE: State Special Allotment, \$5,000

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

AHS is underperforming its potential in the area of College, Career, and Military Readiness. More importantly, students are missing out on opportunities to gain competitive advantages in the college application process, in career fields, and in military enlistment/the benefits that come with enlistment in the military.

Staff, students, and families lack understanding of the purpose of CCMR measures and the benefits of student participation in TSIA testing, Industry-Based Certifications, and pursuing military interests. Further, students and families seem to misunderstand the benefits of enrollment in CTE courses, opting instead for privilege periods or courses that do not lead to a CTE pathway or certification.

Performance Objective 2 HB3 Goal

The number of graduates who meet CCMR through college readiness indicators will increase from 71.5% to 74.0% by Spring 2029.

Evaluation Data Source: AP/IB/SAT Scores, TSI met, Completion of Dual Credit course, Earning and Associates Degree, Completion of OnRamps course, SPED graduate on 26 credit higher grad plan

Performance Objective 3 HB3 Goal

The number of graduates who meet CCMR through career readiness indicators will increase from 39.1% to 42% by Spring 2029.

Evaluation Data Source: Earn a level I or II certificate, Earn and Industry Based Certification (IBC), Graduate with a completed IEP and work force readiness code.

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

Allen High School will reduce the number of students referred for truancy three or more times by 15%.

Evaluation Data Source: Student truancy referral data

Strategy 1

Redesign on-campus truancy intervention system and process.

Strategy's Expected Result/Impact: Campus will move from a compliance-based process to authentic intervention with students, addressing the actual causal factors.

Staff Responsible for Monitoring: Wayne Jones, Goal Champion
Operations Team: Race Hinkle, Cody Gambill, Vince Venditto, Wayne Jones

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Allen High School will reduce incidents of student academic dishonesty by 10%.

Evaluation Data Source: Student behavior referrals related to academic dishonesty

Strategy 1

Name a staff committee to examine the impact of artificial intelligence (AI) on instruction and to strategize instructional adjustments to help students properly leverage AI tools for learning.

Strategy's Expected Result/Impact:

Adjustments in curriculum and instruction to account for AI tools/resources that students will use in their careers and pursuits well beyond high school. The idea is to teach students to prompt AI properly rather than to punish them for using it.

Staff Responsible for Monitoring: Carrie Jackson, C&I Function: (Chris Koder, Sadaf Mistry, Melissa Blank)

Formative Reviews

Some Progress

September

December

March

May



Funding Summary

Funding Summary

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$2,000.00

CCMR: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$842,628.00
+/- Difference					\$842,628.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$311,660.00
+/- Difference					\$311,660.00

CTE: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	TSIA Testing Units, Training and Communication Resources	--	\$5,000.00
2	1	2	Testing Licenses	--	\$0.00
2	1	3	Testing Units	--	\$5,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$3,765,631.00
+/- Difference					\$3,755,631.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,636,866.00
+/- Difference					\$3,636,866.00

Title III, Part A- IMM

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$33,000.00
+/- Difference					\$33,000.00

Carl Perkins: Federal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$131,102.00
+/- Difference					\$131,102.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$348,959.00
+/- Difference					\$348,959.00