

# Allen Independent School District



## Story Elementary

## 2026-2027 Campus Improvement Plan

# Mission Statement

Our Mission at Story Elementary is to welcome all students in an inclusive environment that empowers individuals to be active in their growth and build respectful relationships.

# Vision

Where YOUR Story Begins

# Value Statement

## **We Believe:**

\*All students will achieve their highest potential in a safe, nurturing, positive environment when taught at an instructional level that meets their individual needs.

\*We are all lifelong learners who can achieve success when we collaborate and use innovative strategies in all aspects of learning.

\*Effective communication among all administration, staff, parents, and students creates a risk-free partnership for student achievement.

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# Comprehensive Needs Assessment

# Demographics

## Summary

Story Elementary is a well-established K–6 campus in Allen ISD, proudly serving the community for 39 years. During the 2026–2027 school year, Story Elementary serves approximately 433 students. The campus reflects a diverse student population, with 58.9% identifying as White, 33% Hispanic, 18.9% African American, 8.1% Asian, 1.2% American Indian or Alaska Native, 0.2% Native Hawaiian or Pacific Islander, and 12.7% identifying as two or more races. The current student population is approximately 58% male and 42% female. Additionally, 49.88% of students are identified as Economically Disadvantaged, 19.48% are identified as Emergent Bilingual/English Learners, and 48.7% receive Special Education services.

The diversity of students, families, and the greater community provides Story Elementary with opportunities to build inclusive, meaningful, and reciprocal partnerships that support student academic achievement, social-emotional development, and overall well-being. As the campus continues to serve a diverse community, Story Elementary remains committed to creating an environment where every student and family feels welcomed, valued, and connected.

To support staff, particularly those new to the profession or campus, Story Elementary provides systems of mentorship, collaboration, and professional support. These include Bell Mentors, Rookie Rally sessions, staff luncheons and connection opportunities, and ongoing support from Learner Support Specialists (LSS). The campus also utilizes structures such as the Sunshine Committee and House System to promote staff and student connection, strengthen relationships, and foster a positive and supportive campus culture.

As Story Elementary enters its 39th year of serving the Allen ISD community, the campus remains focused on building upon its established traditions and strengths while responding to the evolving academic, social, and cultural needs of its students and families.

## Strengths

- **Established Campus Tradition and Community Connection:** Story Elementary has served the Allen ISD community for 39 years, providing a strong foundation of established traditions, relationships, and community connections that support a positive campus identity.
- **Diverse Student Population:** Story Elementary serves a diverse student population representing multiple racial, cultural, and linguistic backgrounds. This diversity provides opportunities to promote inclusivity, cultural awareness, collaboration, and a strong sense of belonging for all students.
- **Strong Student Support Systems:** With nearly half of the student population receiving Special Education services and nearly one-fifth identified as Emergent Bilingual/English Learners, Story Elementary has developed systems and collaborative structures to provide targeted academic, behavioral, and social-emotional support to meet a wide range of student needs.
- **Commitment to Staff Support and Collaboration:** Story Elementary provides intentional mentorship and collaboration opportunities for staff through Bell Mentors, Rookie Rally sessions, Learner Support Specialists, staff connection opportunities, and campus-wide collaboration structures. These supports help staff build relationships, strengthen instructional practices, and work collectively toward student success.
- **Positive and Inclusive Campus Culture:** Story Elementary prioritizes relationships, belonging, and connection among students, staff, and families. Structures such as the Sunshine Committee, House System, family engagement opportunities, and campus-wide recognition initiatives contribute to a welcoming environment where students and staff are encouraged to participate, connect, and contribute to the school community.

# Problem Statements Identifying Demographics Needs

| Problem Statement                                                                                                                                                                                                                                        | Root Cause                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <p>To strengthen staff retention and stability, there is a need to recruit and hire educators with Title I experience who understand the unique needs of our students and are committed to long-term growth within our campus community</p> | <p>Turnover is partially due to a lack of experience working in high-needs Title I settings, leading to challenges in meeting student needs, managing behavior, and sustaining teacher morale and confidence.</p> |

★ = Priority

# Student Learning

## Summary

### Overall Growth:

During the 2025–2026 school year, Story Elementary continued to use multiple measures of student achievement to evaluate instructional practices, identify areas of need, and strengthen academic outcomes for all students. Following the release of the 2025 Texas Education Agency (TEA) Accountability Ratings, Story Elementary’s overall accountability score decreased from 87 (Letter Grade B) in 2024 to 70 (Letter Grade C) in 2025.

Moving forward, Story Elementary will continue to prioritize high-quality Tier 1 instruction as the foundation for student achievement. Campus professional learning, collaborative planning, and instructional coaching will emphasize standards-aligned instruction, effective lesson internalization, rigorous questioning, checks for understanding, student engagement, and the use of formative assessment to make timely instructional adjustments.

Story Elementary will also strengthen its use of data to identify specific student learning needs and provide targeted intervention and enrichment. Grade-level teams will utilize PLC data protocols, Extended Planning, Vertical Planning, MAP Growth, mClass, STAAR results, classroom assessments, and other relevant data sources to identify trends, monitor student progress, and develop targeted instructional action plans. Teachers will use this information to provide differentiated instruction and targeted support while maintaining strong grade-level Tier 1 instruction for all students.

Through these efforts, Story Elementary will focus on increasing student achievement, strengthening academic growth, and closing identified achievement gaps. The campus will continue to monitor progress throughout the 2025–2026 school year and use multiple measures of student performance to evaluate the effectiveness of instructional strategies and make data-driven adjustments to support the academic success of every student.

| 2025-2026 STAAR Reading Performance Summary |         |                   |              |                |
|---------------------------------------------|---------|-------------------|--------------|----------------|
|                                             |         | <i>Approaches</i> | <i>Meets</i> | <i>Masters</i> |
| 3rd                                         | Reading | 66%               | 41%          | 13%            |
| 4th                                         | Reading | 63%               | 34%          | 19%            |
| 5th                                         | Reading | 75%               | 53%          | 32%            |
| 6th                                         | Reading | 77%               | 57%          | 34%            |

| 2025-2026 STAAR Math Performance Summary |      |                   |              |                |
|------------------------------------------|------|-------------------|--------------|----------------|
|                                          |      | <i>Approaches</i> | <i>Meets</i> | <i>Masters</i> |
| 3rd                                      | Math | 54%               | 27%          | 9%             |
| 4th                                      | Math | 44%               | 25%          | 11%            |
| 5th                                      | Math | 67%               | 40%          | 19%            |
| 6th                                      | Math | 72%               | 45%          | 14%            |

| 2025-2026 Science Math Performance Summary |         |                   |              |                |
|--------------------------------------------|---------|-------------------|--------------|----------------|
|                                            |         | <i>Approaches</i> | <i>Meets</i> | <i>Masters</i> |
| 5th                                        | Science | 52%               | 26%          | 11%            |

# Strengths

- **Data-Driven Instruction:** Teachers and grade-level teams regularly use multiple sources of academic data, including MAP Growth, mClass, STAAR, formative assessments, and classroom data, to identify student needs, adjust instruction, and monitor progress.
- **Commitment to Tier 1 Instruction and Intervention:** Story Elementary maintains a strong focus on high-quality Tier 1 instruction while providing targeted intervention and enrichment based on student needs. PLCs, Extended Planning, Vertical Planning, and collaborative data protocols provide structures for teachers to plan intentionally and respond to student performance.

# Problem Statements Identifying Student Learning Needs

| Problem Statement                                                                                                                                      | Root Cause                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 STAAR Reading and Math scores declined in 3rd, 4th, and 5th grade in the Approaches and Masters levels when comparing STAAR 2025 data to STAAR 2026. | student may need implementation of grade-level Tier 1 instruction and targeted interventions contributed to gaps in student mastery of Reading and Math standards. |
| 2 54% of 3rd grade students and 44% of 4th grade students scored at the Approaches level on STAAR Math.                                                | Students receiving Special Education, EB support, or those identified as Economically Disadvantaged may need more scaffolded and differentiated instruction.       |
| 3 66% of 3rd grade students and 63% of 4th grade student scored at the Approaches level on STAAR Reading.                                              | Students receiving Special Education, EB support, or those identified as Economically Disadvantaged may need more scaffolded and differentiated instruction.       |

 = Priority

# School Processes & Programs

## Summary

At Story Elementary, we have established clear and consistent campus-wide systems to support student academic achievement, positive behavior, and staff collaboration. Instructional planning is grounded in structured Internalization Lesson Planning and data protocols that guide teachers in analyzing curriculum, assessment results, and student needs to inform targeted instruction. Our Extended Planning and Vertical Planning schedule provides intentional opportunities for grade-level teams to collaborate with Learner Support Specialists, administrators, and one another to develop data-driven action plans, address student needs, and monitor progress throughout the year.

To promote consistency and effective communication across the campus, Story Elementary maintains a Campus Staff Handbook that outlines important operational procedures, academic protocols, and staff expectations. The handbook is reviewed and updated as needed and serves as a consistent reference for staff throughout the school year.

Behavior expectations and discipline systems are supported through the work of our Behavior Committee, which monitors behavior data, staff referrals, and follow-up communication with students and families. Our approach to discipline incorporates Restorative Practices and Differentiated Discipline, emphasizing relationship-building, student reflection, accountability, and individualized support. This approach allows staff to respond to student behavior in a consistent manner while addressing the underlying needs of individual students.

All staff and students follow the SOAR Campus Behavior Management System, which establishes clear school-wide expectations across classrooms and common areas, including hallways, cafeteria, restrooms, assemblies, and other campus settings. Students in grades K–6 are explicitly taught the SOAR expectations: Safe, On Task, Accountable, and Respectful. This common language creates consistency across the campus, promotes student self-regulation, and supports a positive and orderly learning environment.

Story Elementary also utilizes campus-wide systems to reinforce and celebrate positive behavior. Falcon's Fly provides a whole-class incentive that encourages teamwork and collective responsibility. ClassDojo is utilized by teachers to provide students and families with timely feedback regarding behavior and classroom expectations. Positive Principal Office Referrals recognize students who demonstrate positive choices, leadership, responsibility, and adherence to campus expectations.

Together, these systems provide a consistent framework for instruction, behavior, communication, and collaboration. By maintaining clear expectations, using data to guide decision-making, and providing intentional opportunities for staff collaboration and student support, Story Elementary continues to create an environment where students and staff are equipped to succeed academically, behaviorally, and socially.

## Strengths

- Story Elementary has established consistent, data-driven instructional planning systems. Internalization Lesson Planning, assessment data protocols, Extended Planning, and Vertical Planning provide teachers with structured opportunities to analyze student needs, collaborate, and develop targeted instructional plans.
- Story Elementary maintains clear and consistent campus-wide behavior expectations. The SOAR system provides students and staff with a common language and clearly defined expectations for behavior across classrooms and common areas, supporting consistency, accountability, and student self-regulation.
- Story Elementary utilizes proactive and restorative approaches to student behavior. The Behavior Committee monitors behavior data and referrals while Restorative Practices and Differentiated Discipline emphasize relationship-building, reflection, accountability, and individualized support for students.
- Story Elementary has established systems that support staff consistency and collaboration. The Campus Staff Handbook provides a common reference for operational procedures, academic protocols, and staff expectations, while scheduled collaboration opportunities allow staff to work together to address student needs and monitor progress.

# Problem Statements Identifying School Processes & Programs Needs

| Problem Statement                                                                                                                                                                                                                                            | Root Cause                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>At Story Elementary, consistent assessment and data analysis process, we can better align instructional decisions with student performance needs--ensuring more targeted support and accelerating academic growth for all learners.                     | Gaps in aligning assessment scheduling, establishing clear data meeting protocols, and building teacher capacity in data analysis have limited opportunities to effectively use data to guide instruction and improve student outcomes. |
| 2<br>At Story Elementary, Staff members have limited clarity regarding specific procedural details. Existing processes are not consolidated in a single, easily accessible source, and the current methods of communication could be significantly enhanced. | The lack of a centralized, comprehensive documentation system and inconsistent communication practices have led to ambiguity among staff regarding specific procedures.                                                                 |

 = Priority

# Perceptions

## Summary

Story Elementary continues to strengthen a positive campus culture centered on safety, belonging, connection, and student success. Through intentional campus practices, community partnerships, and ongoing feedback from students, families, and staff, Story has identified several strengths that contribute to a welcoming and supportive learning environment.

- Campus Safety remains a foundational priority. With a full-time School Resource Officer (SRO) on campus, along with established safety procedures and consistent supervision, Story Elementary works to ensure that students, staff, and families feel safe and supported. Strong relationships between students, staff, administration, and the SRO further contribute to a secure, structured, and positive campus environment.
- Community Engagement continues to be a hallmark of the Story culture. The campus provides a variety of inclusive opportunities that bring students, families, staff, and community members together, including events such as Reading with the Eagles, Popsicles in the Park, Lunch with a Loved One, Multicultural Night, PTA Family Events, and other campus celebrations. These experiences strengthen relationships, increase family engagement, and build a strong sense of community and belonging.
- Staff Well-Being and Belonging are intentionally supported. Story Elementary continues to foster an environment where staff members feel valued, appreciated, and connected to one another and to the campus mission. Staff celebrations, team-building opportunities, the Sunshine Committee, and intentional recognition and shoutouts help promote collaboration, strengthen relationships, and build a cohesive campus team.
- Positive Behavior Supports are embedded throughout the campus. School-wide systems and expectations, including SOAR Expectations, Falcon's Fly, ClassDojo, and Positive Office Referrals, provide students with clear behavioral expectations and opportunities to be recognized for positive choices. Consistent implementation of these systems supports a positive learning environment and promotes student accountability, self-management, and responsible decision-making.
- A Welcoming and Inclusive Environment is a campus priority. Story Elementary strives to ensure that every student, family, staff member, and visitor feels valued and welcomed. Front office staff, administrators, and teachers work collaboratively to create positive first impressions and maintain an environment where all stakeholders feel respected, supported, and connected to the school community.
- Communication with families is consistent and purposeful. Story Elementary uses multiple communication platforms, including Remind, email, weekly newsletters, social media, phone calls, and campus messaging, to provide timely information and maintain strong two-way communication with families. The campus continues to prioritize clear, accessible, and consistent communication so families remain informed and connected to their child's educational experience.
- Parental and Family Involvement continues to grow. Story Elementary values the contributions of families and community members who support student learning and campus initiatives. Family participation has increased through PTA meetings, campus events, volunteer opportunities, and organizations such as WATCH D.O.G.S. (Dads of Great Students). These partnerships provide additional opportunities for families to engage with the campus and positively impact the student experience.
- Community Mentorship and Partnership Programs provide meaningful connections for students. Programs such as PALs, Study Buddies, PTA partnerships, and other community-supported initiatives connect students with positive adult role models and additional sources of academic and social-emotional support. These relationships help strengthen student engagement, motivation, confidence, and sense of belonging while reinforcing the importance of community investment in student success.

Through these continued efforts, Story Elementary is committed to cultivating a campus culture where every student, staff member, and family feels safe, valued, connected, informed, and supported. By strengthening relationships, expanding opportunities for engagement, and maintaining high expectations for both learning and behavior, Story Elementary will continue to build a positive and inclusive environment where all members of the Falcon family can thrive.

## Strengths

- Story Elementary maintains a strong culture of safety, belonging, and positive behavior. Clear campus safety procedures, a full-time School Resource Officer, and consistent implementation of school-wide expectations and positive behavior systems help create a secure, structured, and supportive learning environment for students and staff.

- Story Elementary has developed strong family and community engagement. Campus events, PTA activities, volunteer opportunities, and partnerships such as WATCH D.O.G.S. provide meaningful opportunities for families and community members to connect with the school and actively support student success.
- Story Elementary prioritizes staff well-being, collaboration, and a sense of belonging. Intentional staff recognition, team-building opportunities, and campus traditions help create a supportive environment where staff members feel valued and connected while working toward shared campus goals.
- Story Elementary maintains consistent and purposeful communication with families. The use of Remind, email, weekly newsletters, social media, phone calls, and other communication platforms allows the campus to provide timely information, strengthen two-way communication, and keep families informed and connected to their child's education.

# Problem Statements Identifying Perceptions Needs

|   | Problem Statement                                                                                                                                                                                                                                                                | Root Cause                                                                                                                                                                                                                                                    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | While there has been a decrease in behaviors this year, we an increase in social emotional learning and training for staff and students can decrease behaviors even more significantly.                                                                                          | Adjustments in school demographics including students and staff have created a significant opportunity address and train in the areas of social emotional behaviors.                                                                                          |
| 2 | At Story Elementary, we have parent support, but when it comes to volunteer opportunities, we have a small number who consistently volunteer. Possible solution: have a system in place at the beginning of the year with events listed and have parents volunteer at that time. | The same parents may always be asked or may volunteer first, which can inadvertently create the perception that help isn't needed from others. New families may assume volunteer roles are already filled or reserved for PTA leaders or frequent volunteers. |

★ = Priority



# Goals

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

## Performance Objective 1

Story Elementary educators will strengthen Tier 1 instruction through the implementation of Allen ISD's Best Practices resulting in increased academic achievement.

**Evaluation Data Source:** Professional Development Surveys  
Formal/Informal Walkthrough Data  
Decrease in the # of students identified as Tier 2 and Tier 3

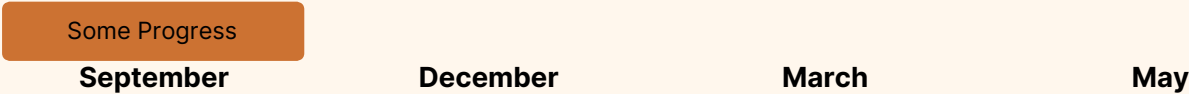
### Strategy 1

Educator teams will participate in continuous, targeted professional development focused on strengthening Tier 1 instruction, including high-quality lesson planning, differentiation, student engagement, and effective instructional strategies. Staff will apply these skills through the internalization, planning, and implementation of daily lessons, ensuring instruction is aligned to standards and responsive to student needs. PLCs and instructional coaching will provide opportunities for educators to collaborate, reflect on implementation, analyze student learning, and refine instructional practices to increase the effectiveness and consistency of Tier 1 instruction across the campus.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Admin, CIS, Instructional Coaches and teachers

#### Formative Reviews



### Strategy 2

Story Elementary will regularly analyze formative and summative assessment data, along with formal and informal classroom observation data, to monitor instructional progress, identify trends, and respond to student needs. Through established PLC data protocols, staff will use data to adjust instruction in real time and develop targeted instructional responses. Observation and data trends will also be used to celebrate effective instructional practices, identify areas for growth, and provide timely coaching, professional development, and support to strengthen instructional practices and improve student outcomes.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Admin, CIS, Instructional Coaches and teachers

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Story Elementary will cultivate a positive school community by hosting engaging family and community events that encourage collaboration, strengthen connections among students, families, staff, and community partners, creating a shared commitment to student success.

**Evaluation Data Source:** Story event participation  
Surveys

Strategy 1

Promote and increase communication between students, teachers, parents, and administrators. Utilize various channels such as newsletters, social media, principal emails, and regular meetings to keep everyone informed about school activities and initiatives.

**Strategy's Expected Result/Impact:** To improve consistent and timely communication

**Staff Responsible for Monitoring:** Admin and PTA

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Story Elementary will strengthen school-community connections by hosting engaging family and community events such as Popsicles at the Park, Trivia Night, and community service projects. These opportunities will bring students, families, and staff together to build relationships, foster a strong sense of belonging, and strengthen connections beyond the classroom.

**Strategy's Expected Result/Impact:** Increasing staff and family relationships and a feeling of connectedness to our Story Community.

**Staff Responsible for Monitoring:** Admin, PTA, Care Coordinator

Formative Reviews

Some Progress

September

December

March

May

### Strategy 3

Story Elementary will create a positive school climate to promote a culture of respect, kindness, and inclusivity within the school. Implementation of anti-bullying programs, social and emotional lessons by our counselor, conflict resolution strategies, and positive behavior reinforcement through our Falcon's Up House Program will create a safe and welcoming environment for all.

**Strategy's Expected Result/Impact:** School community builds a safe, caring and respectful environment to maximize instruction

**Staff Responsible for Monitoring:** Admin, Behavior Committee, Behavior Coach, Counselor and teachers

#### Formative Reviews

Some Progress

September

December

March

May

### Performance Objective 3

Story Elementary will continually revisit and reinforce school-wide expectations for behavior resulting in a decrease of discipline referrals by 15%.

**Evaluation Data Source:** Staff Feedback, Discipline Data

### Strategy 1

Story Elementary will utilize its established Behavior Coach position, in collaboration with the Administrative Team and Behavior Committee, to implement a consistent, progressive behavior intervention and accountability system focused on restorative practices, student reflection, skill-building, and meaningful consequences. Ongoing professional development and coaching will be provided to teachers and staff in effective behavior management strategies, cultural responsiveness, and trauma-informed practices to ensure consistent implementation across the campus, strengthen staff capacity, promote positive student behavior, and reduce repeat behavior incidents.

**Strategy's Expected Result/Impact:** Decrease in Office Referrals and increase in instructional time

**Staff Responsible for Monitoring:** Admin, behavior Coach and Behavior Committee

#### Formative Reviews

Some Progress

September

December

March

May

### Strategy 2

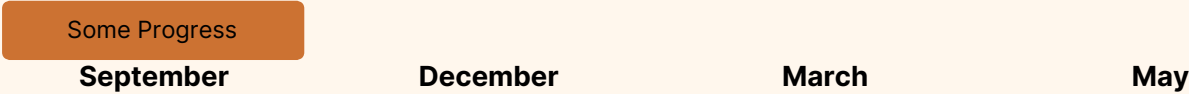
Story Elementary staff will continue to strengthen and refine the Falcon's Up House System as a cornerstone for building meaningful relationships, fostering a positive campus culture, and developing student leadership. Through intentional community-building experiences, spirit days, house rallies, campus celebrations, cross-grade connections, and opportunities for student

collaboration, the House System will promote belonging, kindness, character, and school pride while reinforcing positive behaviors and creating a welcoming environment for all students and staff.

**Strategy's Expected Result/Impact:** Decrease in Office Referrals and increase in instructional time. Increased feelings of community and connectedness for students and staff. Increased relationships with families and community members

**Staff Responsible for Monitoring:** Behavior Team Leads, Admin team, Behavior Coach, and teachers

**Formative Reviews**



**Performance Objective 4**

Story Elementary will increase student attendance from 95.2% in 2025-2026 to 96.2% by the end of the 2026-2027 school year.

**Evaluation Data Source:** Attendance Data (Absences & Tardies)

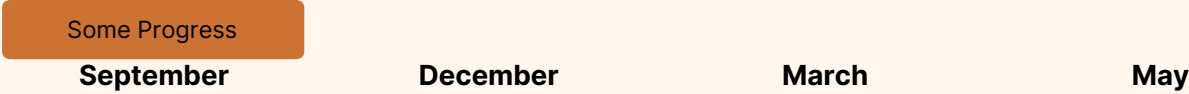
**Strategy 1**

Story Elementary staff will communicate attendance procedures to parent increase awareness.

**Strategy's Expected Result/Impact:** Increase in instructional time and therefore more instructional growth

**Staff Responsible for Monitoring:** Asst. Principal, Classroom Teachers, PEIMS

**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

During the 2026-2027 school year, 100% of Story Elementary students will receive targeted academic support through intervention, reteach, or enrichment based on ongoing assessment data and individual learning needs.

**Evaluation Data Source:** Student progress monitoring through MAP, MCLASS, common assessments, and classroom formative assessments

Weekly Fly Time grouping updates based on formative assessment data

Leadership walkthroughs focused on small-group instruction and student engagement

### Strategy 1

Story Elementary will implement supplemental enrichment experiences for gifted and advanced learners that challenge students through rigorous, inquiry-based learning and opportunities to develop critical and creative thinking skills.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Administration, Teachers, Instructional Coaches, and AIM Specialist

**Funding Sources:** GT Allotment, \$34,383

#### Formative Reviews

Some Progress

September

December

March

May

### Strategy 2

Story Elementary will provide targeted, individualized learning experiences and support services for Special Education students based on individual learning needs, IEP goals, and ongoing assessment data. Special Education staff will collaborate with classroom teachers to implement flexible grouping, targeted interventions, reteaching, enrichment, and progress monitoring to ensure students receive appropriate support and make meaningful academic growth.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, SSI Teacher, EL Teacher, DT Teacher, GT Teacher, SPED Teacher, and Classroom Teachers

**Funding Sources:** Special Education: State Special Allotment, \$1,069,021

## Formative Reviews

Some Progress

September

December

March

May

### Strategy 3

Story Elementary will provide supplemental, data-driven learning supports and services to improve academic achievement for all students. Teachers will use ongoing assessment data and individual student needs to provide targeted intervention, reteaching, enrichment, and flexible grouping. Staff will monitor student progress and adjust supports as needed to address learning gaps, accelerate academic growth, and extend learning for students who have demonstrated mastery.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, SSI Teacher, EL Teacher, DT Teacher, GT Teacher, SPED Teacher, and Classroom Teachers

**Funding Sources:** Supplemental Instructional Support Title II, Part A, \$83,000, Comp Ed: State Special Allotment, \$209,067

## Formative Reviews

Some Progress

September

December

March

May

### Strategy 4

Story Elementary will provide targeted, supplemental learning experiences for Emergent Bilingual students that support language acquisition and academic achievement. Teachers will use ongoing assessment data and individual student needs to provide differentiated instruction, targeted intervention, and enrichment opportunities while monitoring progress in both language development and academic content. Staff will collaborate to ensure Emergent Bilingual students receive the appropriate supports needed to accelerate language acquisition, close learning gaps, and achieve academic success.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, SSI Teacher, EL Teacher.

## Formative Reviews

Some Progress

September

December

March

May

### Strategy 5

Story Elementary will identify and provide timely, targeted supports for at-risk students through

a Multi-Tiered System of Supports (MTSS) that integrates data-driven intervention, progress monitoring, and collaborative problem-solving. Students will receive differentiated instruction, targeted small-group interventions, and individualized academic and behavioral supports designed to close learning gaps, increase engagement, and promote academic success.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Admin, Instructional Coaches, Classroom Teachers

**Formative Reviews**



**Performance Objective 2**

100% of Story Elementary classrooms will implement regular, embedded Social Emotional Learning (SEL) practices at least two times per week resulting in enhancing student well-being.

**Evaluation Data Source:** Student surveys, Classroom walkthrough data

**Strategy 1**

Story Elementary will implement Community Circles as an embedded Social Emotional Learning practice within classroom routines and the master schedule across grade levels and content areas. Community Circles will provide students with regular opportunities to engage in meaningful discussions, build relationships, practice self-reflection, develop communication skills, and participate in collaborative problem-solving at least two times per week.

**Strategy's Expected Result/Impact:** to increase nurturing and an inclusive environment where every member feels valued, supported, and connected.

**Staff Responsible for Monitoring:** Admin, counselor, Behavior Coach

**Formative Reviews**



**Strategy 2**

Story Elementary will provide comprehensive professional development and ongoing support for teachers and staff on the purpose, principles, and facilitation techniques of Community Circles. Training and coaching will equip staff with the knowledge and skills necessary to implement Community Circles consistently and effectively across all grade levels, ensuring SEL practices are embedded into the classroom environment and support student well-being.

**Strategy's Expected Result/Impact:** To increase nurturing and an inclusive environment where every member feels valued, supported, and connected.

**Staff Responsible for Monitoring:** Admin, counselor, Behavior Coach

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3

At least 90% of Story Elementary students will actively participate in academic goal-setting and leadership roles through classroom and campus-wide opportunities (e.g., classroom jobs and House System leaders), as measured by participation logs, classroom rosters, and student leadership surveys.

**Evaluation Data Source:** Student goal-setting artifacts (MAP data, behavior reflections, writing samples)  
House System & Classroom Job rosters (per semester)  
End-of-year student survey on leadership participation

Strategy 1

Story Elementary will create and expand opportunities for students to take ownership of their learning and contribute as leaders through structured academic goal-setting, classroom leadership roles, and campus-wide opportunities such as the House System. Teachers will guide students in setting, monitoring, and reflecting on individual academic goals while providing meaningful leadership responsibilities that build confidence, responsibility, collaboration, and student voice. Participation will be monitored through classroom rosters, leadership logs, and student surveys to ensure equitable access and engagement for all students.

**Strategy's Expected Result/Impact:** Classrooms will show at least a 10% increase in the number of students meeting individual growth targets on common assessments.

**Staff Responsible for Monitoring:** Classroom teachers, admin, Learner Support Specialist

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 HB3 Goal

The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Reading Language Arts assessment will increase from 32% to 34.5% by Spring 2029.

**Evaluation Data Source:** STAAR Reading Results

### Strategy 1

Story Elementary will utilize High Quality Instructional Materials with targeted assessments that would be administered as needed by the teacher to provide data to help drive their instruction.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Classroom Teachers

#### Formative Reviews

Some Progress

September

December

March

May

### Strategy 2

Teachers will utilize MAP Growth Reading and pre/post assessment data for K-2 to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Classroom Teachers

#### Formative Reviews

Some Progress

September

December

March

May

## Performance Objective 2 HB3 Goal

The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Math assessment will increase from 34% to 36.5% by Spring 2029.

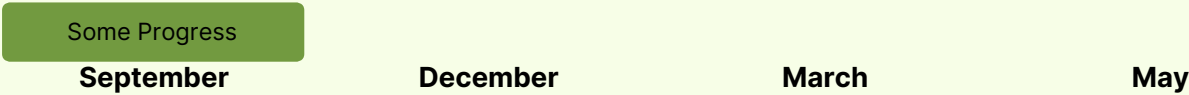
Strategy 1

Story Elementary will create targeted assessments that would be administered as needed by the teacher to provide data to help drive their instruction.

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Classroom Teachers

Formative Reviews



Strategy 2

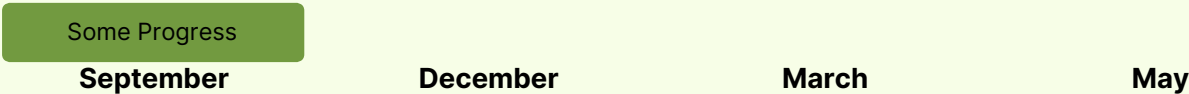
Teachers will utilize MAP Growth Math and pre/post assessment data for K-2 to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction

**Strategy's Expected Result/Impact:** District and State assessments will show progress

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, SSI Teacher, EL Teacher, SPED Teacher, and Classroom Teachers

**Funding Sources:** Early Education: State Allotment, \$203,584

Formative Reviews



Performance Objective 3

The percentage of 4th grade students that school at Approaches Level or above on STAAR Math assessment will increase from 44% to 50% by Spring 2027.

Evaluation Data Source: STAAR Math Results

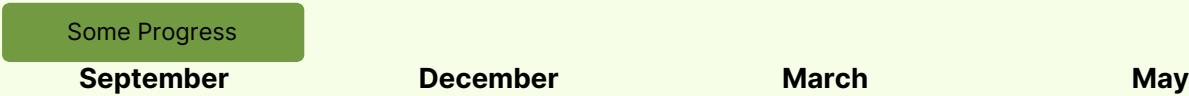
Strategy 1

Story Elementary will utilize High Quality Math Instructional Materials with targeted assessments that would be administered as needed by the teacher to provide data to help drive their instruction.

**Strategy's Expected Result/Impact:** Improved STAAR Scores

**Staff Responsible for Monitoring:** Administration, Teachers, Instructional Coaches

**Formative Reviews**



**Performance Objective 4**

The percentage of 5th grade students that school at Meets Level or above on STAAR Math assessment will increase from 40% to 45% by Spring 2027.

**Evaluation Data Source:** STAAR Math Results

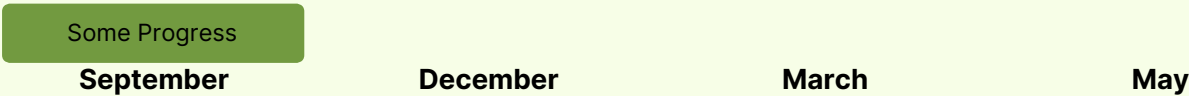
**Strategy 1**

Story Elementary will utilize High Quality Math Instructional Materials with targeted assessments that would be administered as needed by the teacher to provide data to help drive their instruction.

**Strategy's Expected Result/Impact:** Improved STAAR Scores

**Staff Responsible for Monitoring:** Administration, Teachers, Instructional Coaches

**Formative Reviews**





# Funding Summary

# Funding Summary

## Early Education: State Allotment

| Goal                        | Performance Objective | Strategy | Resources Needed | Account Code | Amount       |
|-----------------------------|-----------------------|----------|------------------|--------------|--------------|
| 3                           | 2                     | 2        |                  | --           | \$203,584.00 |
| Sub-Total                   |                       |          |                  |              | \$203,584.00 |
| Budgeted Fund Source Amount |                       |          |                  |              | \$203,584.00 |
| +/- Difference              |                       |          |                  |              | \$0.00       |

## Comp Ed: State Special Allotment

| Goal                        | Performance Objective | Strategy | Resources Needed | Account Code | Amount       |
|-----------------------------|-----------------------|----------|------------------|--------------|--------------|
| 2                           | 1                     | 3        |                  | --           | \$209,067.00 |
| Sub-Total                   |                       |          |                  |              | \$209,067.00 |
| Budgeted Fund Source Amount |                       |          |                  |              | \$209,067.00 |
| +/- Difference              |                       |          |                  |              | \$0.00       |

## Special Education: State Special Allotment

| Goal                        | Performance Objective | Strategy | Resources Needed | Account Code | Amount         |
|-----------------------------|-----------------------|----------|------------------|--------------|----------------|
| 2                           | 1                     | 2        |                  | --           | \$1,069,021.00 |
| Sub-Total                   |                       |          |                  |              | \$1,069,021.00 |
| Budgeted Fund Source Amount |                       |          |                  |              | \$1,069,021.00 |
| +/- Difference              |                       |          |                  |              | \$0.00         |

## Title II, Part A

| Goal                        | Performance Objective | Strategy | Resources Needed                   | Account Code | Amount      |
|-----------------------------|-----------------------|----------|------------------------------------|--------------|-------------|
| 2                           | 1                     | 3        | Supplemental Instructional Support | --           | \$83,000.00 |
| Sub-Total                   |                       |          |                                    |              | \$83,000.00 |
| Budgeted Fund Source Amount |                       |          |                                    |              | \$83,000.00 |
| +/- Difference              |                       |          |                                    |              | \$0.00      |

GT Allotment

| Goal                        | Performance Objective | Strategy | Resources Needed | Account Code | Amount      |
|-----------------------------|-----------------------|----------|------------------|--------------|-------------|
| 2                           | 1                     | 1        |                  | --           | \$34,383.00 |
| Sub-Total                   |                       |          |                  |              | \$34,383.00 |
| Budgeted Fund Source Amount |                       |          |                  |              | \$34,383.00 |
| +/- Difference              |                       |          |                  |              | \$0.00      |