

Allen Consolidated Schools

School Improvement 2021-2025



School District 26-0070-000

126 East 5th Street

Allen, Ne 68710

Phone: 402-635-2484

Fax: 402-635-2331

<https://www.allenschools.org>

Mike Pattee
Superintendent/
Elementary Principal
126 East 5th Street
Allen, Ne 68710
402-635-2484
mpattee@allenschools.org

Chris Blohm
7-12 Principal
126 East 5th Street
Allen, Ne 68710
402-635-2484
cblohm@allenschools.org

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Goals for 2026-2031

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District Information:

Description:

Allen School District #70 has been serving the community since it was formed in 1890. The district is located in northeast Nebraska in Dixon County and draws students from the town of Allen and the surrounding rural farmland. The school is a single-site district, with one building housing Preschool through 12th grade, allowing all students to learn and grow together under one roof. Allen provides a full curriculum including instrumental and vocal music, art, foreign language, industrial technology, agriculture, and special education services. The district partners with Emerson-Hubbard Community Schools in a sports cooperative known as the Tri County Northeast Wolfpack.

The Village of Allen is located along Highway 9 in northeastern Nebraska. It is approximately 25 miles northeast of Wayne, NE, and about 35 miles west of Sioux City, IA. Allen sits in the rolling hills of Dixon County, with strong ties to agriculture and family-owned businesses.

The Allen community has a population of approximately 350 people. The downtown area features locally owned businesses, including a bank, a convenience store, a post office, a restaurant, and a few small shops and services. The community hosts local events that bring families together, supporting a strong sense of pride and connection between the school and town. Agriculture and small business remain the primary economic drivers for the area.

In 1918, the school was consolidated, and the first three story school building was built. Finished in 2003, a new single-story building was built with modern amenities. The school continues to be a centerpiece of the community, where academics, arts, and activities unite students and families alike.

Allen Consolidated Schools' current enrollment for the 2025–2026 school year in preschool through 12th grade is approximately 127 students. The district is a proud member of the Lewis and Clark Conference.

Mission Statement

The mission of the Allen Consolidated Schools is to provide everyone an opportunity to receive a quality education in a safe and healthy environment. The staff and community, using technology and proven and innovative methods, will foster a sense of self-worth so all individuals can become contributing members of a changing society.

Goals

1. By the end of a given school year 80% of students in grades K-10 will demonstrate individual growth in standardized test performance, as measured by an increase of grade level proficiency from the fall to the spring standardized assessment.
2. By the end of the 2025-2026 school year, Allen Consolidated Schools will implement a schoolwide instructional framework and behavior expectations system with 100% of staff trained.

Allen Consolidated Schools Leadership Team:













- Mike Pattee, Superintendent/Elementary Principal
 - 28 years in education
 - 18 years of administrative experience
 - 14 years as Allen Consolidated Schools Superintendent
- Chris Blohm, 7-12 Principal
 - 11 years in education
 - 5 years of administrative experience
 - 4 years as Emerson-Hubbard Middle/High School Principal
 - 1 year as Allen 7-12 Principal











Allen Consolidated Schools Board of Education:

The administrative team is governed by a six-person Board of Education which meets monthly.







- Jason Olesen—Board President—14 years
- Gil Ridenour—Board Vice President—8 years
- Dawn Oswald—Board Treasurer—10 years
- Lane Anderson—Member—3 years
- Marcy Roeber—Member—2 years
- Kari Rohde—Member—1 year

Staff and School information

	Michael Pattee Superintendent – Elementary Principal – Assessment Coordinator
	Christopher Blohm 7-12 Principal
	Kristin Smith Grade 5 – 12 Guidance Counselor
	Carla Dickens Grade KG – 4 Guidance Counselor
	Stephanie Sullivan Administrative Assistant – District Bookkeeper
	Becky Stapleton Principal's Secretary / Activities Secretary
	Callie Anderson 4 th Grade Teacher
	Marc Bathke Science Teacher / 7 th Grade Class Sponsor
	Ana Biederman Para Professional / Substitute Teacher
	Linda Blohm Custodian
	Casey Brentlinger High School Math Teacher
	Nick Curnyn Business Teacher / Yearbook Sponsor / Quiz Bowl

	Carla Dickens Pre-School Teacher
	Carly Dickens 1 st Grade Teacher
	Alissa Hendrix Title 1 Teacher / SAT/RIT Coordinator
	Denise Hingst High School and Elementary Art
	Amber Horton Ag & Shop Teacher / FFA Advisor
	Holli Jackson Para Professional
	Shelly Jones Para Professional
	Desiree Kneifl 5 th Grade Teacher / Student Council Sponsor
	Jake Kneifl PK – 12 PE/Health Teacher / 9 th Grade Class Sponsor
	Stacie Knight Elementary Special Education / SPED Coordinator
	Marlene Levine Math Teacher / 7 th Grade English Teacher / 8 th Grade Class Sponsor
	Wendy McNear Head Cook / Concessions Coordinator

	Karen Milander Para Professional
	Kristin Moeller Grades 8 – 12 English Teacher/ 10 th Grade Class Sponsor
	Bailey Munter Library/Media Specialist/ 11 th Grade Class Sponsor
	Briana Ostrand High School Special Education Teacher
	Brittany Oswald Para Professional
	Shannon Ridenour 2 nd Grade Teacher
	Samantha Schumer Kindergarten Teacher
	DJ Smith Grade 5 and 6 & High School Band/Choir Teacher / PK – 4 Music Teacher
	Haley Stapleton 6 th Grade Teacher
	Alex Stephens 3 rd Grade Teacher / 11 th Grade Class Sponsor
	Candy Strivens Custodian
	Julie Sullivan Kitchen
	Dave Uldrich Athletic Director / History Teacher / 12 th Grade Class Sponsor

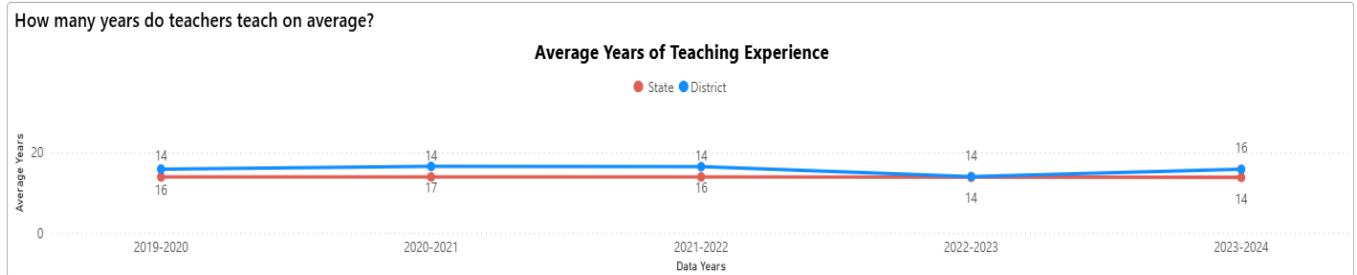
	Charlie Curnyn Bus Driver
	Jack Warner Bus Driver
	Rhonda Warner Bus Driver
	Julie Paquette Speech – Language Pathologist
	Nicki Swatek School Psychologist Assistant
	Nicole Swain School Psychologist

Staff Historical Information

The district currently employs a superintendent, secondary principal, guidance counselor, media specialist, and 22 other full-time certified teachers.

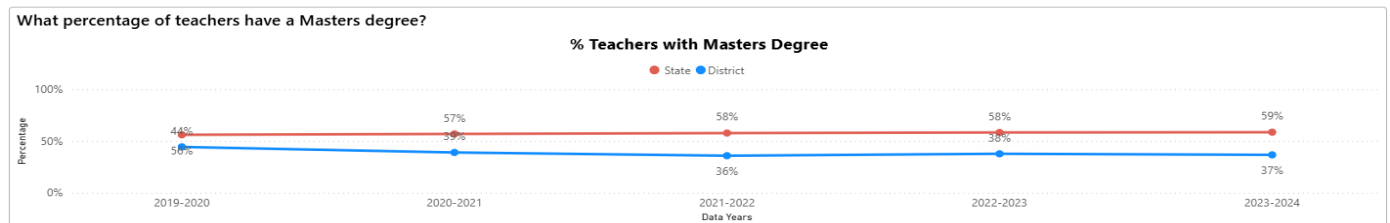
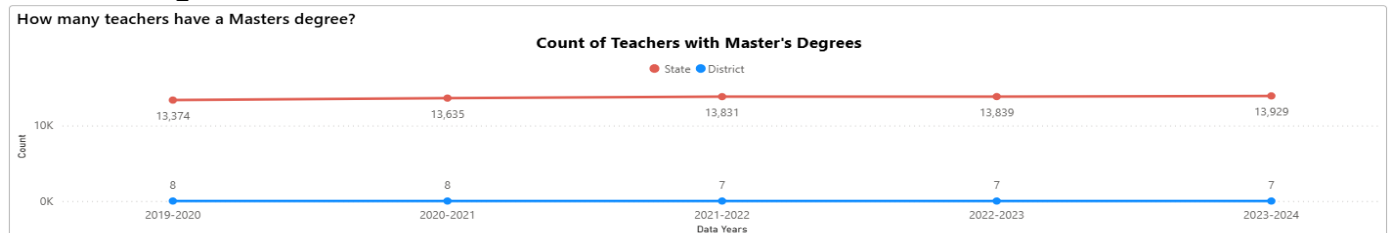
Roughly 11 of the certified teachers hold an advanced degree. The staff has an average teaching experience of 16 years.

Teaching Experience



Data Years	State	District
2023-2024	14	16
2022-2023	14	14
2021-2022	14	16
2020-2021	14	17
2019-2020	14	16

Masters Degrees



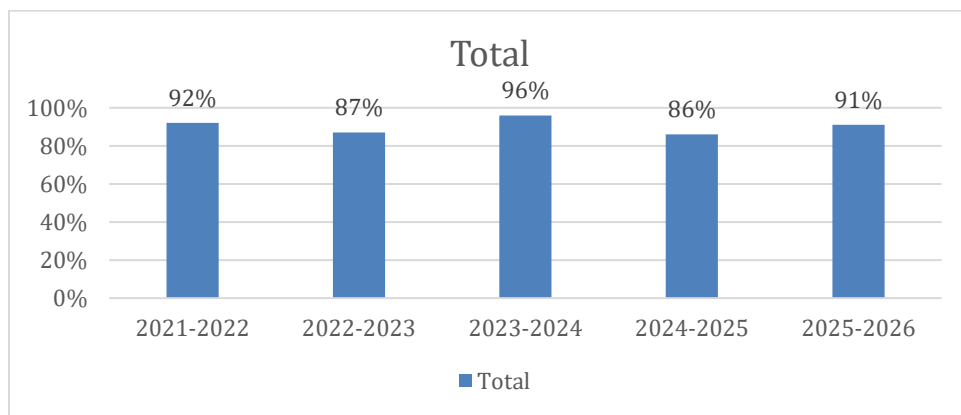
Level	State			District		
Data Years	Total Teacher FTE	Total Teacher FTE with Master's Degree	% of Teacher FTE with Master's Degree	Total Teacher FTE	Total Teacher FTE with Master's Degree	% of Teacher FTE with Master's Degree
2023-2024	23,792	13,929	59%	20	7	37%
2022-2023	23,758	13,839	58%	20	7	38%
2021-2022	23,962	13,831	58%	21	7	36%
2020-2021	23,985	13,635	57%	20	8	39%
2019-2020	23,856	13,374	56%	18	8	44%

Non-Certificated Staff

Allen Consolidated Schools employ 3.5 paraprofessionals, 2 custodians, a school nurse on a .20 basis, and 2 food service personnel. There is 1 full-time bookkeeper, 1 full-time secretary, and 3 transportation personnel available to drive the buses.

Allen Certified Staff Retention Rate

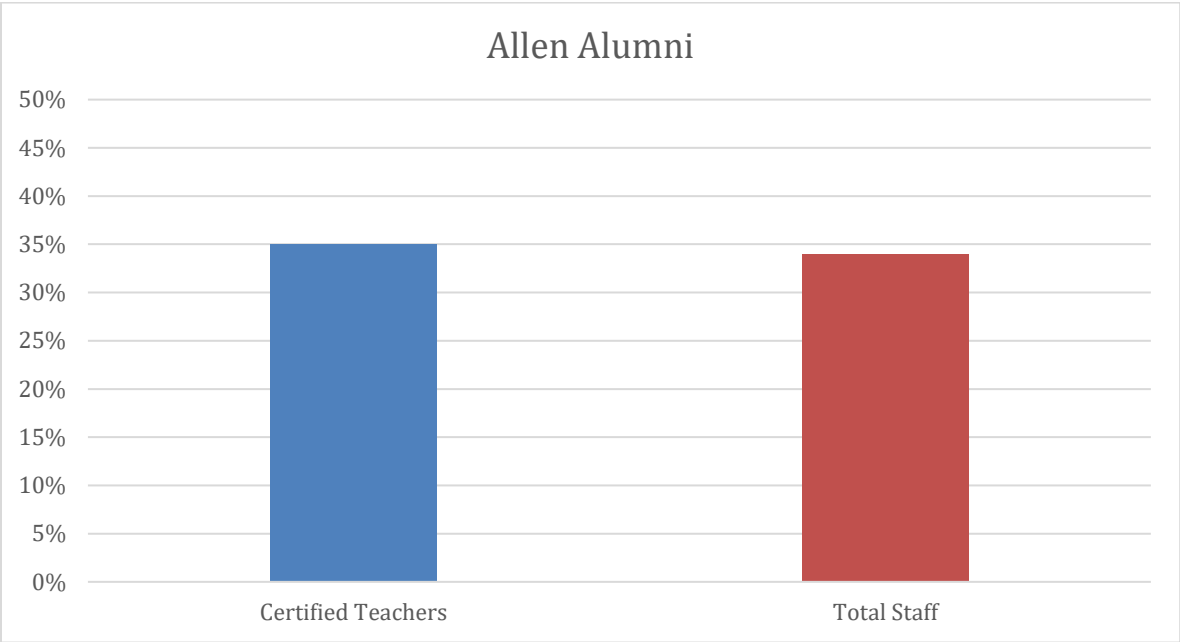
From 2021 through 2025, Allen Consolidated Schools has maintained a strong record of teacher retention, consistently keeping the majority of certified staff from year to year. Retention rates have remained high, ranging from 86% to 96%, reflecting a stable, committed teaching staff dedicated to the district's mission and values. This consistency demonstrates the strength of Allen's culture, leadership, and community.



Year	Certified Staff Returning	Total Certified Staff	Percentage Returning
2021-2022	21	23	92%
2022-2023	20	23	87%
2023-2024	22	23	96%
2024-2025	19	23	86%
2025-2026	20	22	91%

Allen Alumni on Staff

Several of Allen’s current teachers are proud alumni who have returned to give back to the school and community that shaped them. Their deep understanding of Allen’s values, traditions, and close-knit culture strengthens the connections between staff, students, and families. These educators embody what it means to “come home,” serving as role models who show our students that an Allen education truly lasts a lifetime.



Category	Number	Percentage
Total Certified Teachers	23	
Allen Alumni	8	35%
Total Staff	38	
Staff Alumni	13	34%

Demographic Information:

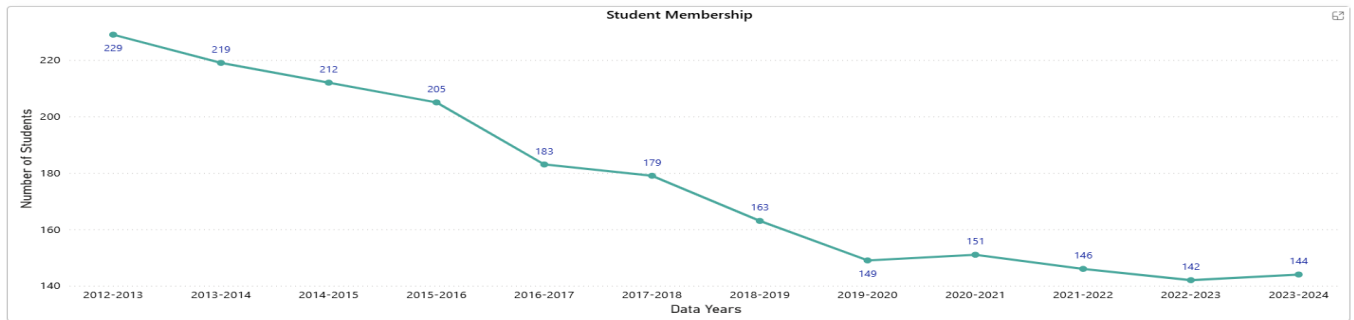
Nebraska Education Profile

Each year, the Nebraska Department of Education publishes our district's Nebraska Education Profile. Over the past four years—2021-2022 through 2024-2025—Allen Consolidated Schools has consistently earned a “Good” rating. Linked below are each year's full reports for a quick look at our ongoing performance and progress.

2021-2022	2022-2023	2023-2024	2024-2025
Good	Good	Good	Good

Enrollment

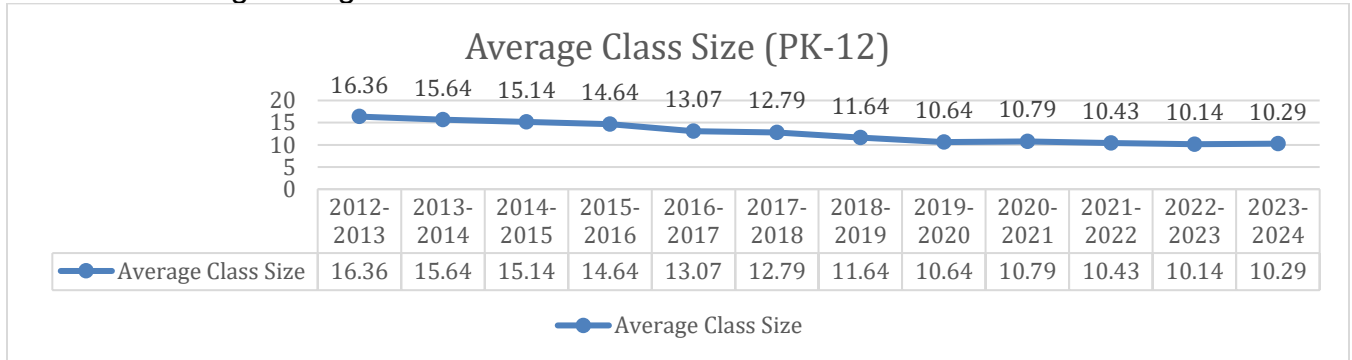
Student enrollment has gone down in the past decade ranging from 229-128. The enrollment graph below shows that the high point during this time was 229 students during the 2012-1013 school year. The current school year is the lowest enrollment in recent history at 128 students Prek-12 (not in graph).



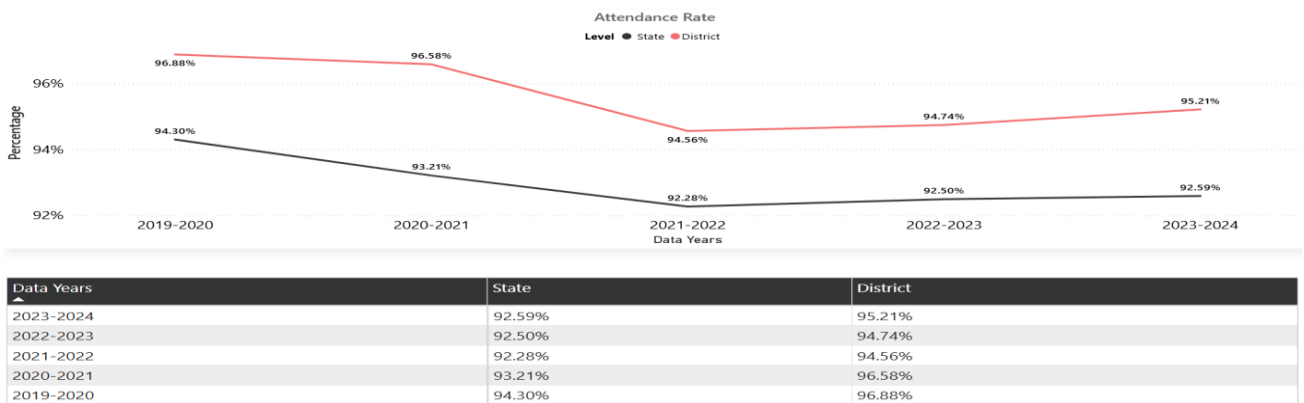
Data Years	PK	KG	G01	G02	G03	G04	G05	G06	G07	G08	G09	G10	G11	G12	Total
2023-2024	9	14	8	8	14	10	9	7	12	8	9	11	16	9	144
2022-2023	11	8	5	15	10	8	7	11	9	9	12	16	10	11	142
2021-2022	7	6	14	11	8	8	11	10	9	11	16	10	10	15	146
2020-2021	7	13	12	8	6	11	10	10	10	16	7	10	15	16	151
2019-2020	14	8	7	6	11	8	9	10	16	8	10	14	16	12	149
2018-2019	9	7	10	11	6	9	12	16	8	10	17	16	12	20	163
2017-2018	7	8	12	8	10	14	16	9	11	16	18	12	21	17	179
2016-2017	7	12	8	10	14	16	9	10	16	20	12	19	16	14	183
2015-2016	7	9	9	14	16	9	10	17	22	15	21	17	13	26	205
2014-2015	4	10	12	17	9	9	16	22	14	21	18	14	25	21	212
2013-2014	11	8	18	9	8	14	20	14	20	17	12	27	19	22	219
2012-2013	8	22	8	8	14	20	15	21	15	12	26	23	21	16	229

Class Size

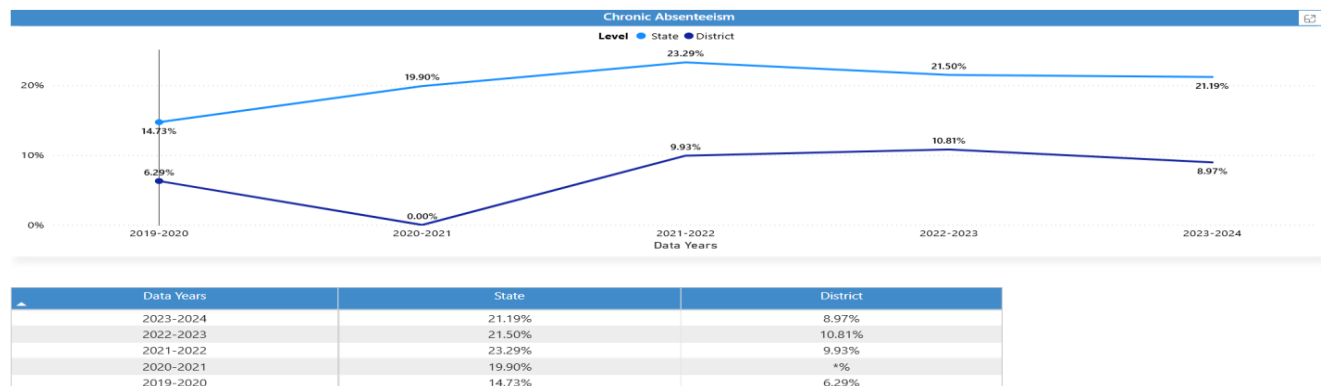
In the last decade, we have seen a significant decrease in our student population. Over the last five years, there has been a plateau of around 10.5 students per class, Preschool through 12th grade.



Attendance Rate



Chronic Absenteeism



Parent-Teacher Conference Attendance

The district hosts two P-T conferences per year. The first is just past the mid-quarter of the first quarter in late September and the second is held at the mid-quarter point of the third quarter in mid-February. Attendance is traditionally higher at the first conference compared to the second conference. The rate of attendance for the elementary school has consistently been around 90% with numerous grades reaching 100% participation in the fall. The secondary level traditionally is between 55-50% attendance.

Program Participation

Athletics & Extracurricular Activities Offered

JH Sports	HS Sports	Activities
Volleyball	Volleyball	FFA
Football	Football	One Act
Cross Country	Cross Country	Quiz Bowl
Basketball	Golf (G & B)	Robotics
Wrestling	Basketball	Speech
Track	Wrestling (G & B)	Annual
	Track	National Honor Society
		Student Counsel

Allen Consolidated School takes pride in the academic and athletic accomplishments the students have achieved over the past years. This exemplifies the commitment by the students, teachers, administration, parents and community.

NCPA Academic All State Honorees - fall, winter and spring

Lewis & Clark Conference team and individual honors

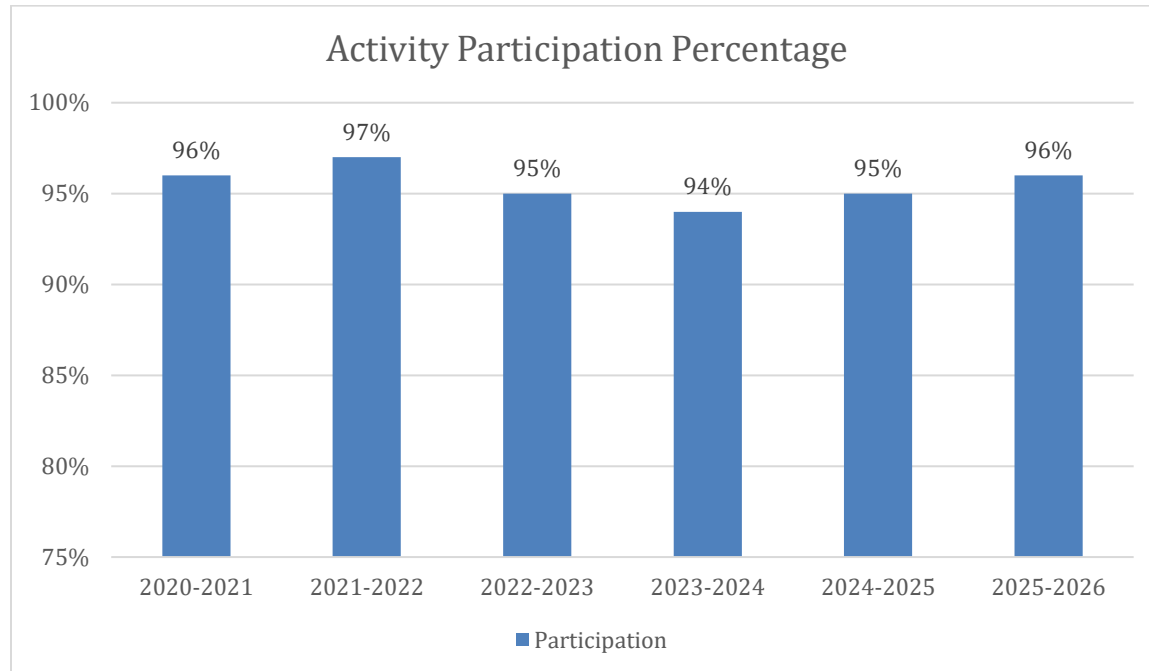
2021 Girls Track Runner-up

2021 Boys Golf Runner-up

2022 Girls Track Runner-up
NSAA District team honors
2019 District Girls Track Class C Champion
2019 District Boys Basketball Class D1 Runner-up
2022 District Boys Golf Class C Champion
FFA District and State honors for teams and individuals

Activity Participation Percentage

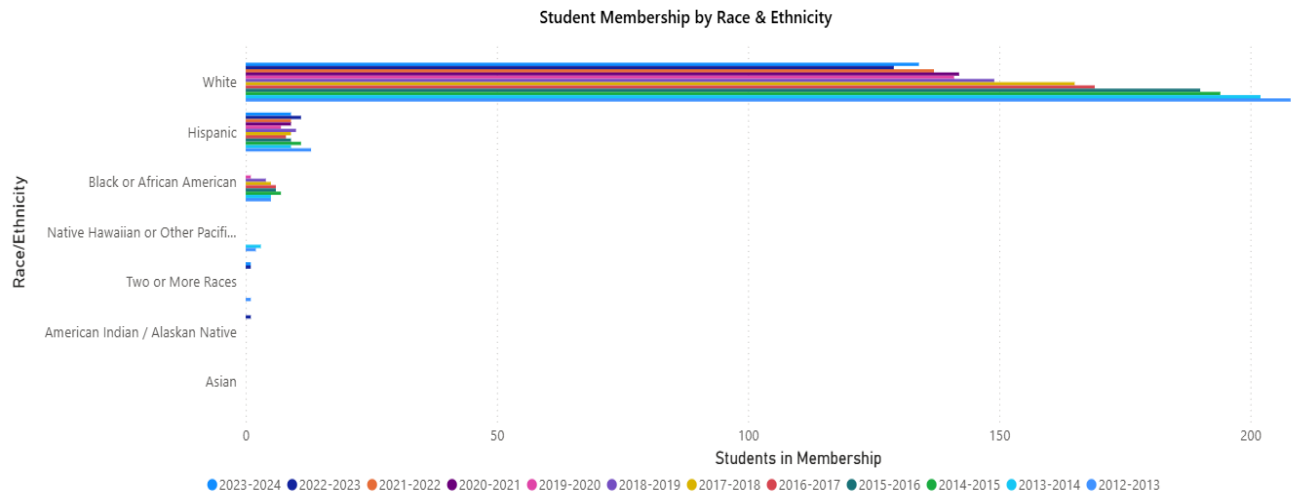
Student activity participation among grades 7–12 at Allen Consolidated Schools has remained remarkably strong over the past six years, consistently ranging between 94% and 97%. The highest participation occurred in 2021–2022 at 97%, with only slight variations in subsequent years and a steady rebound to 96% in 2025–2026. This consistency reflects the strong culture of involvement and pride within the school, where nearly every student is engaged in extracurricular opportunities. The sustained high participation rate demonstrates Allen’s commitment to fostering student connection, teamwork, and growth beyond the classroom.



Miscellaneous Demographic Information

Ethnicity

Students at Allen Consolidated School primarily identify as White. The second largest ethnic group is Hispanic.



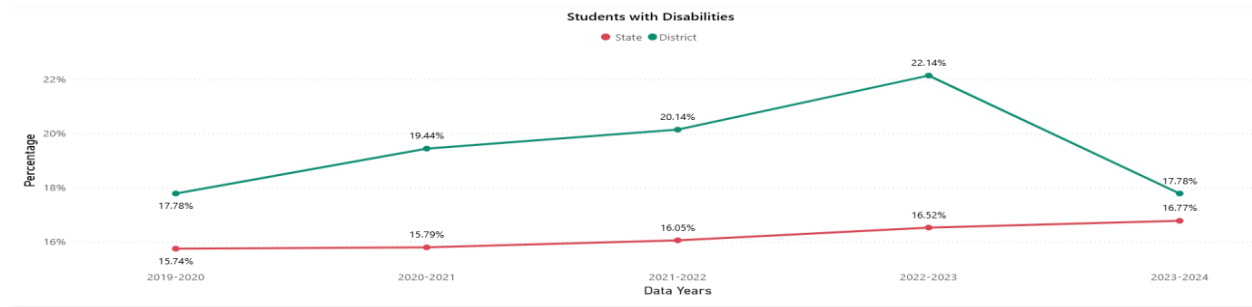
Race	Asian		Hispanic		White		American Indian / Alaskan Native		Black or African American		Native Hawaiian or Other Pacific Islander		Two or More Races	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2023-2024	0	0.00%	9	6.25%	134	93.06%	0	0.00%	0	0.00%	0	0.00%	1	0.69%
2022-2023	0	0.00%	11	7.75%	129	90.85%	1	0.70%	0	0.00%	0	0.00%	1	0.70%
2021-2022	0	0.00%	9	6.16%	137	93.84%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2020-2021	0	0.00%	9	5.96%	142	94.04%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2019-2020	0	0.00%	7	4.70%	141	94.63%	0	0.00%	1	0.67%	0	0.00%	0	0.00%
2018-2019	0	0.00%	10	6.13%	149	91.41%	0	0.00%	4	2.45%	0	0.00%	0	0.00%
2017-2018	0	0.00%	9	5.03%	165	92.18%	0	0.00%	5	2.79%	0	0.00%	0	0.00%
2016-2017	0	0.00%	8	4.37%	169	92.35%	0	0.00%	6	3.28%	0	0.00%	0	0.00%
2015-2016	0	0.00%	9	4.39%	190	92.68%	0	0.00%	6	2.93%	0	0.00%	0	0.00%
2014-2015	0	0.00%	11	5.19%	194	91.51%	0	0.00%	7	3.30%	0	0.00%	0	0.00%
2013-2014	0	0.00%	9	4.11%	202	92.24%	0	0.00%	5	2.28%	3	1.37%	0	0.00%
2012-2013	0	0.00%	13	5.68%	208	90.83%	0	0.00%	5	2.18%	2	0.87%	1	0.44%

Low Income

The percentage of students qualified for free and reduced lunches has increased in recent years, climbing above the state average in 2023-2024. The 2025-2026 free and reduced lunches percentage has increased from 40.30% in 2024-25 to 42.80%.

Special Education

Due to our low enrollment, data can be skewed based on if one or two students leave the district.



Data Years	State	District
2023-2024	16.77%	17.78%
2022-2023	16.52%	22.14%
2021-2022	16.05%	20.14%
2020-2021	15.79%	19.44%
2019-2020	15.74%	17.78%

English Language Learners

Historically, the district has had a low number of students who are classified as English Language Learners. Currently we have one family of three students who are classified as ELL students. Two of those family members are in the secondary and on track to graduate.

Graduation Rate

Due to low numbers, there are some areas that do not show up on the NDE website.

Years to Graduate	Expected Graduation Year	State		District	
		# Graduates	Graduation Rate	# Graduates	Graduation Rate
4	2024	21,444	88.18%	*	*%
	2023	21,232	87.25%	*	*%
	2022	21,274	87.12%	14	100.00%
	2021	20,914	87.56%	14	93.33%
	2020	20,690	87.51%	11	91.67%

Graduation Requirements

To be eligible for graduation from Allen Consolidated Schools, a student must have earned a minimum of 250 semester hours credit in grades 9 through 12 inclusive. Credit hours will be computed in accordance with the Nebraska Department of Education.

Satisfactory completion of the following courses must be presented in the candidate's record:

REQUIREMENTS FOR A DIPLOMA

The following credits are required for **graduation** from the Allen Consolidated School as specified by the Board of Education. (Adopted 3/2010)

- 5 credits of Speech
- 40 credits of English
- 40 credits of Social Studies (to include American History, American Government)
- 30 credits of Science (to include Biology and Physical Science)
- 30 credits of Math
- 10 credits of Vocational Education
- 20 credits of Computer or Computer related credits
- 20 credits of Health & Physical Education
- 10 credits of Fine Arts
- 35 credits of Electives (of which 5 credits must be Financial Literacy)
- 10 credits of Foreign Language

Total of 250 credits required for **graduation**.

Dual Credit College Courses

Students have opportunities to take dual credit courses through Northeast Community College. Senior Students have the opportunity to do "Fridays at Northeast" where they complete college courses at Northeast Community College. Building Construction, Welding, Health Science, Education, and Drafting.

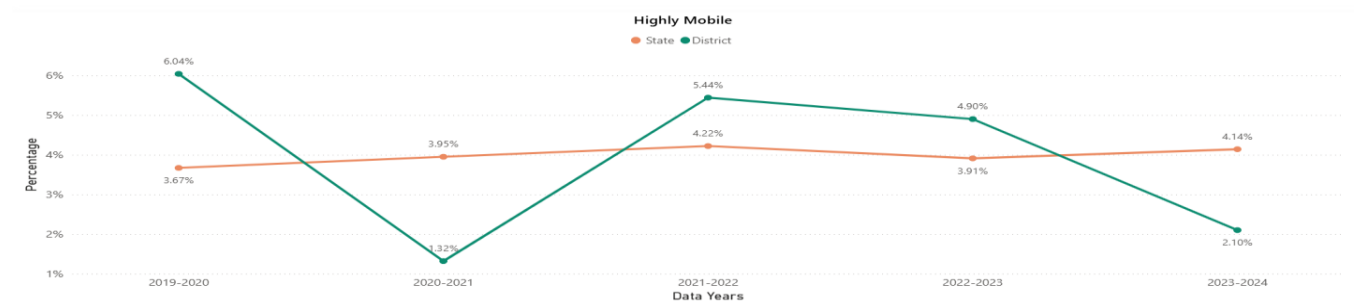
Dual Credit Classes:

School Year 2023-2024	6 Students	8 classes
School Year 2024-2025	6 Students	11 classes
School Year 2025-2026	11 Students	14 classes

Class Offerings

Link: [2025-2026 Course Descriptions](#)

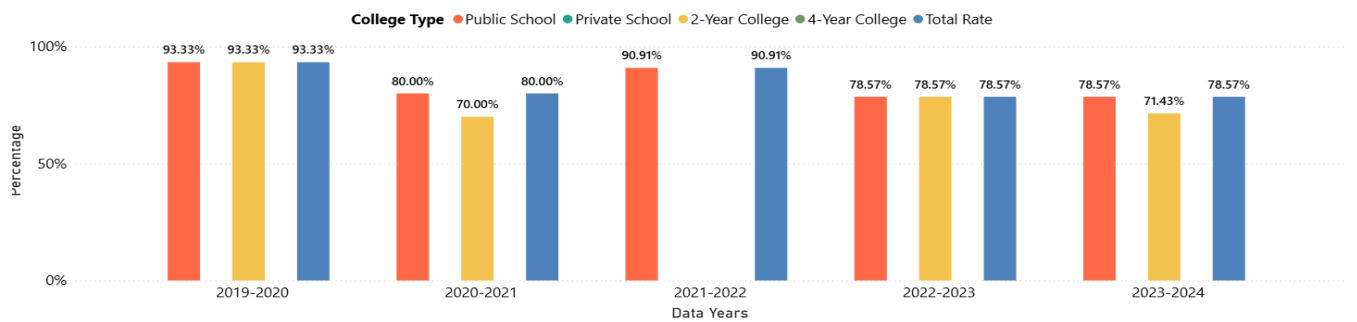
Mobility



Data Years	State	District
2023-2024	4.14%	2.10%
2022-2023	3.91%	4.90%
2021-2022	4.22%	5.44%
2020-2021	3.95%	1.32%
2019-2020	3.67%	6.04%

College Going Rate

Previous Year Seniors



Data Years	Public School	Private School	2-Year College	4-Year College	Total Rate
2023-2024	78.57%	*	71.43%	*	78.57%
2022-2023	78.57%	*	78.57%	*	78.57%
2021-2022	90.91%	*	*	*	90.91%
2020-2021	80.00%	*	70.00%	*	80.00%
2019-2020	93.33%	*	93.33%	*	93.33%

Demographic Trends

Demographic Categories	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
PK Student Enrollment (if applicable)	15	5	7	11	8	12	14
PK-12 Student Enrollment	151	147	146	144	141	130	128
Special Education	17.78%	19.44%	20.14%	20.14%	22.14%	17.78%	14.10%
Free and Reduced	43.62%	49.01%	42.47%	47.89%	53.47%	40.30%	42.80%
English Learners	0%	0%	0%	.02%	.02%	.02%	.02%
White	141	142	137	129	134	114	123
Black or African American	1	0	0	0	0	0	0
Hispanic or Latino	7	9	9	11	9	4	4
Asian	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	3	1	0
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	1	0	0	0
Attendance Rate	96.88%	96.58%	94.56%	94.74%	95.21%	95.40%	99.2%
School Mobility Rate	6.04%	1.32%	5.44%	4.9%	2.1%	.008%	.008%
Graduation Rate	91.67	93.33%	100%	100%	100%	100%	

Goal 1: Instruction and Learning

By the end of a given school year 80% of students in grades K-10 will demonstrate individual growth in standardized test performance, as measured by an increase of grade level proficiency from the fall to the spring standardized assessment.

Allen Consolidated Schools



The mission of the Allen Consolidated Schools is to provide everyone an opportunity to receive a quality education in a safe and healthy environment. The staff and community, using technology and proven and innovative methods, will foster a sense of self-worth so all individuals can become contributing members of a changing society.

2020/ 21- 2025/ 26

Action Plan—Goal 1:

<p>1. Continuous Improvement Goal Here: By the end of a given school year 80% of students in grades K-10 will demonstrate individual growth in standardized test performance, as measured by an increase of grade level proficiency from the fall to the spring standardized assessment.</p>	
<p>Support Data:</p> <p>The growth reflected in the data is the result of intentional planning, consistent instructional practices, and a shared belief that every student can improve. Allen Consolidated Schools has cultivated a culture where data is not just collected, it drives action. Teachers analyze results to adjust instruction, target interventions, and celebrate progress, ensuring that each student's growth is visible and valued.</p>	<p>Measurement of Effectiveness:</p> <p>NSCAS Assessment Scores/ ACT Scores/ MAP Growth Scores/ Intervention Data and Scores</p>

Action Steps	Responsible Parties	Timeline	Resources Needed
Core Reading Curriculum: Wonders K-6	Elementary Teachers/ Administration/ Board Community/ Student	2021-2022 school year	Curriculum samples/ ESU support
Core Reading Curriculum: Into Literature (6-12)	Secondary Teachers/ Administration/ Board Committee/ Student	2021-2022 School year	Curriculum samples/ ESU support
Teir 2 Reading Support	Teachers/ Title support Administration/ Board Community/ Student	2021-on going	Corrective Reading Early Intervention in Reading Sound Partners Read Naturally Hegerty Phonics
Core Math Curriculum: Reveal Math pre k-6	Elementary Teachers/ Administration/ Board Community/ Student	2020-2021 school year	Curriculum samples/ ESU support
Core Math Curriculum: Illustrative Math 7/8, Algebra I, Geometry, Algebra II	Secondary Teachers/ Administration/ Board Committee/ Student	2020-2021 school year	Curriculum samples/ ESU support
Teir 2 Math Support	Teachers/ Title support Administration/ Board Community/ Student	2020-on going	Versatiles Flashcards Corrective Math Incremental rehearsal
Curriculum Mapping	Teachers/ Administration	2019-on going	Updating standards from NDE
Balanced Assessment System	Teachers/ Administration/ ESU Personnel	2020-on going	ACT/ NCSAC/ MAP growth/ Aimsweb/ Gold Assessment/ Career Education Interests

Introduction to the Data

Allen Consolidated Schools continues to show steady academic progress toward this goal, as evidenced by multiple data points collected across MAP Growth, NSCAS, and Aimsweb assessments. Each measure provides a clear picture of how students are growing individually and collectively from fall to spring.

Over the past three years, NSCAS results have demonstrated marked improvement—ELA proficiency rose from 46.55% to 56.90%, and Math proficiency increased from 36.21% to 68.97%. Likewise, MAP Growth data shows consistent gains across Kindergarten through 10th grade, particularly in the primary grades where early interventions have yielded measurable literacy and numeracy growth. Cohort data for the classes of 2028 through 2031 further illustrates sustained academic improvement year over year.

This progress reflects purposeful instruction, frequent data review, and the use of evidence-based programs such as Heggerty, Corrective Reading, and Illustrative Math. Through MTSS processes and Aimsweb progress monitoring, teachers identify students' needs quickly, implement targeted interventions, and track growth throughout the year.

Historical District Wide Data

Over the past several years, Allen's ACT scores have shown variation compared to state averages. While state scores have remained consistent (ELA 17, Math 18, Science 18), Allen's results have fluctuated, peaking in 2021–2022 before declining in 2023–2024 (ELA 13, Math 17, Science 16). Because of Allen's small class sizes, even a few individual scores can significantly impact the overall averages. These results highlight the need to continue strengthening literacy and science while maintaining steady progress in math, with a focus on consistent growth for every student.

ACT Scores

Average Scale Scores-State			
Years	ELA	Math	Science
2024-2025			
2023-2024	17	18	18
2022-2023	17	18	18
2021-2022	17	18	18
2020-2021	17	18	18
Average Scale Scores--Allen			
Years	ELA	Math	Science
2024-2025			
2023-2024	13	17	16
2022-2023	15	19	19
2021-2022	19	20	20
2020-2021	14	17	18

ACT—NSCAS Growth

Percent Proficient-Males			
Years	ELA	Math	Science
2024-2025			
2023-2024	25%	38%	25%
2022-2023	0%	14%	14%
2021-2022	50%	33%	50%
2020-2021	0%	38%	50%
Percent Proficient-Females			
Years	ELA	Math	Science
2024-2025			
2023-2024	0%	14%	29%
2022-2023	100%	100%	86%
2021-2022	88%	88%	75%
2020-2021	25%	25%	50%

NSCAS Assessment

Over the past three years, Allen’s NSCAS results have shown strong upward growth in both English Language Arts and Mathematics. ELA proficiency increased from **46.55% in 2021–2022** to **56.90% in 2023–2024**, reflecting steady improvement in reading and writing achievement. Growth in Mathematics has been even more significant, rising from **36.21% to 68.97%** during the same period, a gain of more than 30 percentage points. These results demonstrate the positive impact of focused instruction, targeted interventions, and staff collaboration on student learning. While small class sizes can cause noticeable shifts from year to year, the overall trend highlights meaningful progress and a continued commitment to academic growth across grade levels.

Percentage Proficient = Advanced or On Track (Combined)

Data Years	English Language Arts ¹	Mathematics ¹
2021-2022	46.55%	36.21%
2022-2023	47.37%	61.40%
2023-2024	56.90%	68.97%

NSCAS ELA

Percent Proficient - All Grades **			
Gender	2023-2024	2022-2023	2021-2022
All	56.90%	47.37%	46.55%
Female	79.17%	70.83%	61.90%
Male	41.18%	30.30%	37.84%

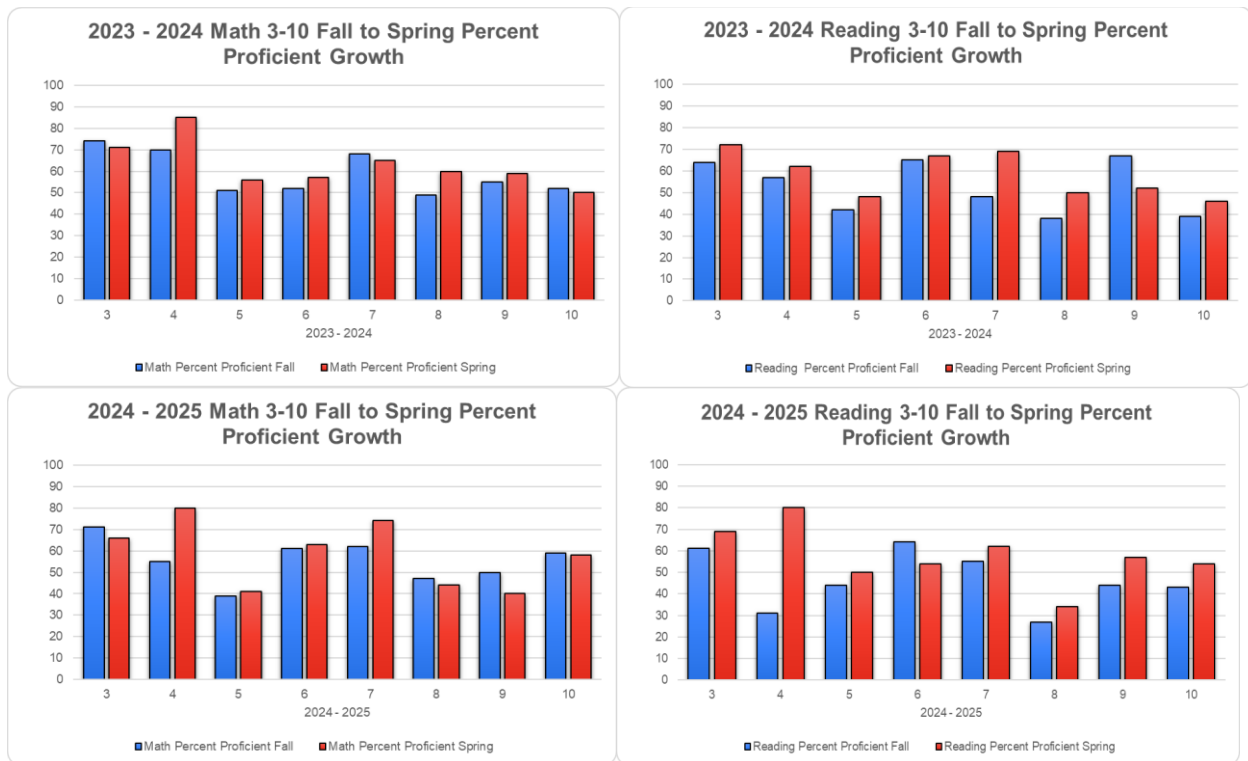
NSCAS Math

Percent Proficient - All Grades **			
Gender	2023-2024	2022-2023	2021-2022
All	68.97%	61.40%	36.21%
Female	66.67%	75.00%	47.62%
Male	70.59%	51.52%	29.73%

MAP Scores (Percent Proficient)

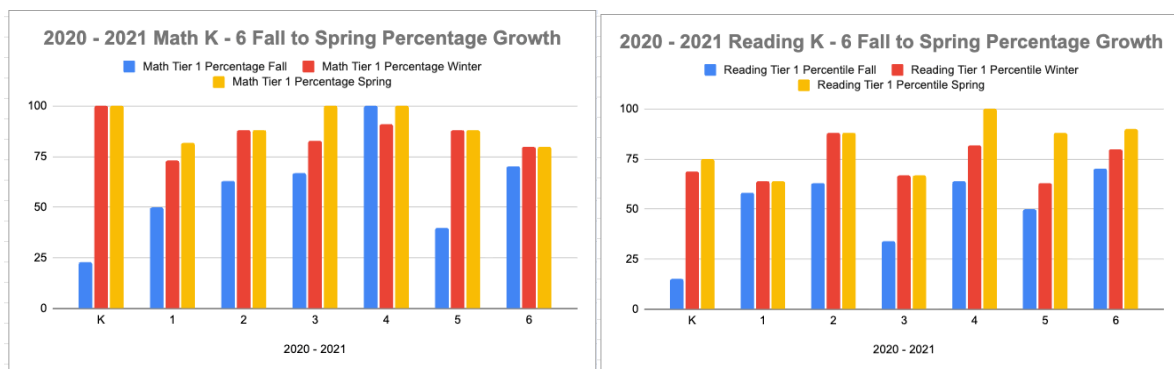
The MAP data from 2020–2025 shows consistent percent proficient growth across grades 3–10, with most classes increasing their percentage of students meeting proficiency from fall to spring each year. Several grade levels demonstrated especially strong gains, reflecting effective instruction and targeted support. While a few classes showed smaller increases or more variability, the overall trend highlights steady improvement and a positive upward shift in percent proficiency. This continued growth reinforces the impact of strong core instruction, interventions, and consistent expectations across the district.

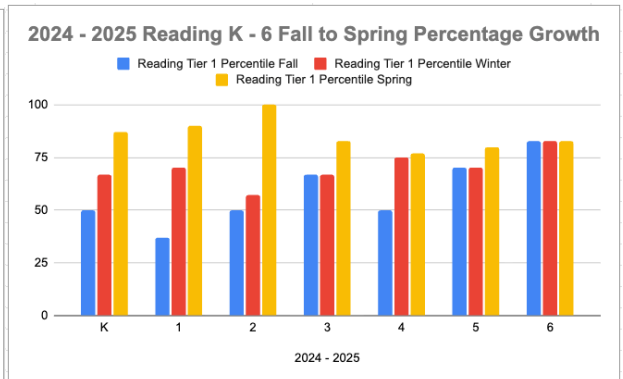
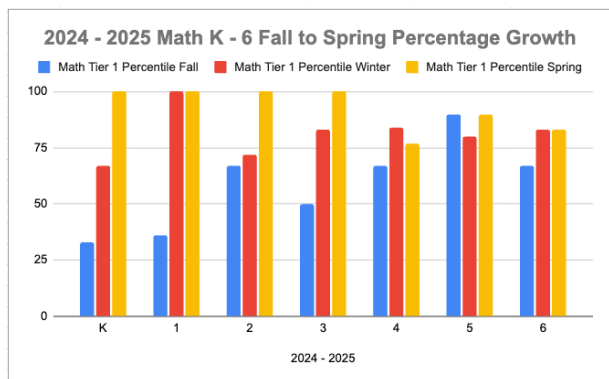
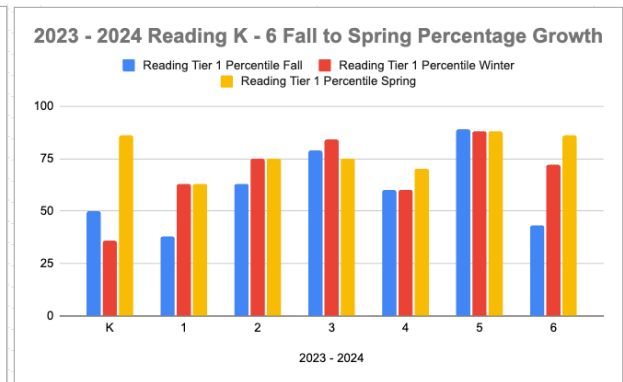
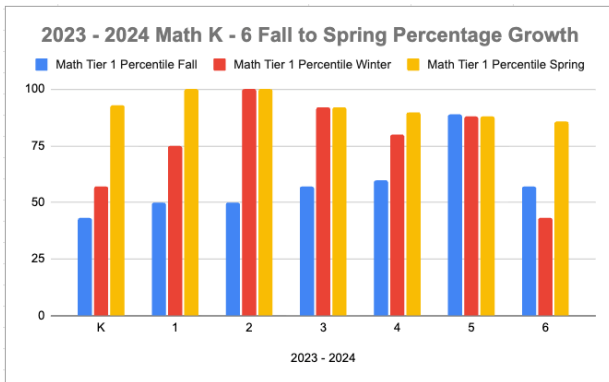
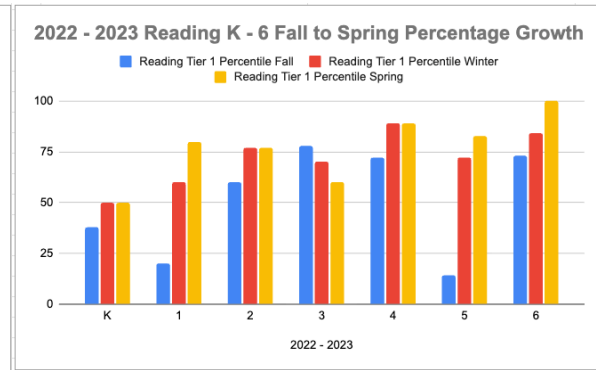
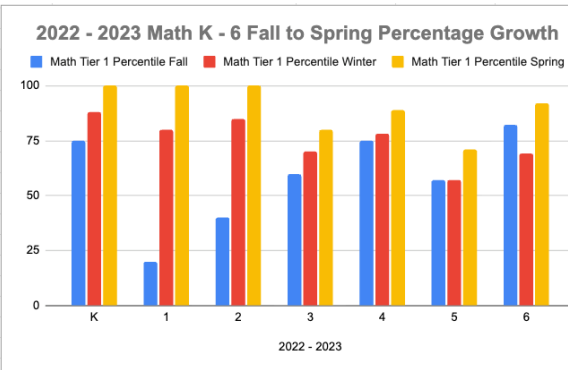
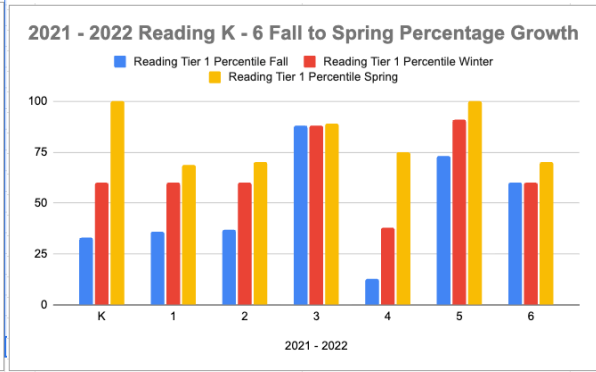
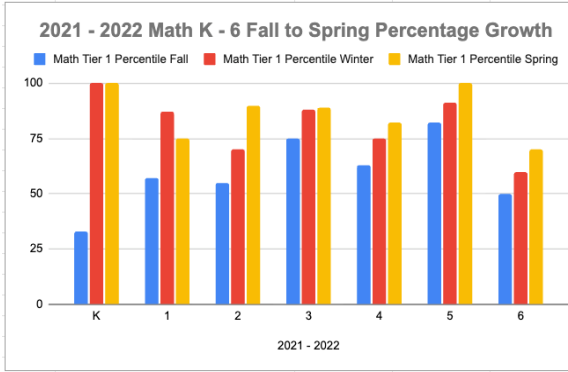




AimsWeb Testing

The SAT team administers Aimsweb benchmark assessments three times each year. After each benchmark window, the team reviews the data using established decision rules to determine which students may require intervention. The data is further analyzed to identify the specific areas of need. Once interventions are selected for individual students, progress monitoring areas are identified, and monitoring schedules are established, weekly for reading and bi-weekly for math, depending on the frequency of intervention delivery. Students are then shown their progress over time to help reinforce growth and set goals.





Instruction and Learning

Allen Consolidated Schools is committed to strengthening teaching and learning through the intentional adoption and implementation of high-quality core curriculum programs across all grade levels. Teachers utilize Reading Wonders, Into Literature, Reveal Math, and Illustrative Math to provide a cohesive and rigorous instructional experience aligned to state standards. Action steps include providing targeted professional development for staff and using common formative assessments to monitor progress and adjust instruction. These programs will serve as the foundation for consistent, evidence-based instruction that supports all learners and promotes academic growth across content areas.

In addition to strengthening Tier 1 instruction, our school will refine and expand Tier 2 intervention supports to ensure that students who need additional time and targeted practice receive it in a structured and timely manner. Decision rules—based on benchmark assessments, progress-monitoring data, and teacher input—will guide the identification of students for small-group interventions. Intervention cycles will include clearly defined entry and exit criteria, research-based instructional strategies aligned to the state standards, and frequent progress checks to assess student response. Through a coordinated system of high-quality curriculum and responsive interventions, we aim to provide every student with the support needed to succeed

Instructional Programs

Evidence-Based (EB) and High-Quality Instructional Materials and Programs: Teir 1 and Tier 2

PK-Elementary ELA				Secondary ELA			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
Wonders K-6	Yes	Corrective Reading Early Intervention in Reading Sound Partners Read Naturally Heggerty Phonics	Yes	Into Literature	Yes		Yes

PK-Elementary Math				Secondary Math			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence

Reveal Math K-6	Yes	Versatiles Flashcards Corrective Math Incremental rehearsal	Yes	Illustrative Math 6-8 Illustrative Algebra I Illustrative Algebra II Illustrative Geometry	Yes		Yes
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PK-Elementary Other				Secondary Other			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
Teaching Strategies Gold = PK	Yes		Yes		Yes		Yes

PK-Elementary SEBL				Secondary SEBL			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
2nd Step PreK-5	Yes	Counselor Heartland Counseling	Yes		Yes	Counselor Heartland Counseling	Yes

Allen Decision Rules: Intervention Planning for K-6 using Universal Screening Processes for Academics

1. Triangulate data for each grade level (include NE Reads)
 - a. Aimsweb
 - i. 0 - 25th percentile (receive intervention)
 - ii. 26th - 35th percentile (go to 1b)
 - iii. (if this is true, receive intervention)
 1. Check sub-scores for at or below the 10th percentile
 2. Examiner input - possible re-do
 3. Teacher input - something is out of the norm
 4. Timing - waiting a day if something is off
 5. If a re-do takes place, team will put a note in on Aims
 - b. MAP and teacher input - Below Average or Well Below Average (at or below 40th percentile).
2. Intervention Decision Rules
 - a. Data from Aimsweb skill breakdown
 - i. Letter ID
 - ii. Sound ID
 - iii. PA
 - iv. Phonics (96% accurate or lower on ORF)
 - v. Fluency (97% accurate or higher on ORF), (consider Comprehension intervention if 6th grade or higher)
 - vi. Comprehension
3. Group students based on Skill
4. Select intervention based on data
 - a. Letter ID/Sound ID = IR OR KG Sound Partners
 - b. PA = Phonological Awareness curriculum
 - c. Phonics = SP, EIR
 - d. Fluency = 6-minute solutions, 1-minute fluency builder series, RN
 - e. Comp = Rewards, Comp collection 1 & 2, Reciprocal Teaching
 - f. Vocab = Lang. for Learning
5. Select intervention progress monitoring
 - a. PM based off benchmark
 - b. SLA (on or off grade level monitoring)
6. Select interventionist and time
7. School team communication
8. Parent communication
9. SAT meetings will look at pm graphs
 - a. Intervention decision rules
 - i. 6 weeks in a row of average (green) data on pm = goal met
 1. Goal met = graduate (check NE Reads)
 2. Goal met = fade
 - ii. Making progress = continue intervention
 - iii. Not making progress
 1. Needs more time
 2. Intensify

3. Change intervention
4. SAT mtg to problem solve with parent if needed

K-6 Scheduled Intervention Time:

8:25-9:15 2nd Grade

9:15-10:00 5th Grade

10:00-10:45 Kindergarten

10:45-11:15 Aims Web Prep

11:30-12:00 6th Grade

1:00-1:45 1st Grade

2:00-2:45 4th Grade

2:45-3:30 3rd Grade

K-12 STUDENT ASSISTANCE TEAM PROCESS

Pre-SAT Steps (Tier 1) -

1. The first thing you should do for a student in need, is talk with your neighboring teachers and discuss the student and brainstorm ideas to try with the child to gather data. (Please feel free to contact your SAT Coordinator to be a part of this Pre-SAT process)
2. Record strategies/interventions you are trying in the classroom.
 1. Record classroom baseline data, collect data points along the way. (get at least 6 data points to show either progress or no progress)
 2. Collect samples of work of student compared to classmates.
 3. Document notes/observations that will help with decisions including dates.
3. SAT requires that you show that you have tried different strategies and/or interventions and have data to show what you have done in the classroom before coming to SAT.
4. If you see that the classroom interventions you have tried are not working AND you are still unsure whether or not to refer the student to SAT please contact the SAT Coordinator and work with him/her to discuss the various interventions you have tried and review the data that was collected. The SAT Coordinator will be able to help determine if the student should be referred to SAT.

Next Step....Referring a Student...

- step 1- Complete the form with information about the student in question (have data ready to go)
- step 2- Email or talk with the SAT Coordinator with heads up that a referral will be coming their way

Submitted a ReferralNow What???

- The SAT coordinator will notify the student's team of the new referral.
- Once the referral has been received, the SAT Coordinator will be in contact with the person who submitted the referral (counselor, classroom teacher, etc.) within a week to complete a teacher interview.
- The classroom teacher will need to be prepared at the meeting to share student data (qualitative: observations, student information, home information, etc. and quantitative: achievement tests, assessments, strategy/ intervention etc.)
 - Questions that will be asked:
 - What are the student's strengths?
 - Student concerns:
 - Behavior- Define the behavior...Has the appropriate behavior been taught and if so what verbiage was used?
 - Speech/language- Has the SLP observed/screened the student?
 - What strategies/interventions have been used? How long?
 - What data do you have to show lack of growth?

After Interview- Initial SAT meeting:

*** 20 minute meetings***

- An initial SAT meeting will be scheduled before/during/after school (when convenient for parent/team)
- Baseline data will be reviewed by team and shared by teacher and coordinator.
- A researched based intervention will be discussed and a plan for data collection and administration will be put into place.
- SAT Coordinator, in collaboration with the SAT team, will collect a minimum of one data point per student per week.

Once the student is in SAT---DATA MEETINGS will be held _

- Data team consists of: admin, SAT coordinator, counselor, school psychologist and assistant, teachers and/or teacher information, and nurse (as needed) meet bi-weekly to monthly (depending on the severity of the referral ex. behavior) to monitor student progress on interventions
- Teachers and specialists will be informed the week before their data meetings will be discussed to prepare information for the SAT Coordinator to share with the Team.
- The team will document information on the student data form located in SAT Google Docs for keeping records at the DATA meeting. The SAT team....
 - will review student information on a 6 week rotation. (student intervention data, student data sheet record on SAT Google Docs, and data graph created by SAT Coordinator)
 - will talk about the students current intervention:
 - The intervention is going well, maintain the intervention and discuss child in 6 more weeks
 - Parents are contacted with progress information

- The intervention needs to be adjusted: adjust the intervention and discuss child in 6 more weeks
 - Parents are contacted with progress information
- The intervention data shows that the student has been successful. Discuss dismissing student during the DATA meeting and schedule a phone conference with the parent or send update letter within the next week (see SAT meeting note)
- The intervention data shows adequate progress is not being made: schedule a full SAT team meeting within the next week (see SAT meetings note)
 - Contact parents and teachers to schedule a SAT meeting within the next week--URGENT need to adjust intervention so progress is made!!!!

If changes need to be made to the intervention....

- A SAT team meeting will be scheduled by the SAT Coordinator to review the data and make changes to his/her plan.
- Possible options are:
 - Continue with intervention for another six weeks
 - Change intervention and progress monitor for another six weeks
 - As a last resort, the team may consider for Special Education testing

Curriculum Mapping:

Over the last six years we have shifted a focus on individual lesson plans to teachers keeping track of what is being taught in the classroom, when it is taught, and how it is assessed.

Results—

Awareness of standards in core curricular areas.

Review and assessment of core curriculum programming.

Better communication regarding curriculum and what is being taught between administration and teachers.

	6th Grade	Date Taught	Activities	Assessment
Number	NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.			
6.N.1	6.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.			
6.N.1.a	6.N.1.a Determine common factors and common multiples.			

Strand		Grade 2	Date Taught	Activities	Assessment
		Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.			
Foundations of Reading	LA.2.F.1	<i>Demonstrate knowledge of the organization and basic concepts of print.</i>			
	LA.2.F.1.a	a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.			
		Phonological Awareness Demonstrate phonological awareness through oral activities.			

Balanced Assessment System:

ELA				
Assessment	Type	Grade Levels	Frequency	Purpose
ACT	Summative	11th for all students	Annually in March	College prep-reading and English grammar, writing
NSCAS Growth	Interim, Universal Screener	3-8 for all students	Spring	Assess student learning needs to adjust practices to meet needs of each student
MAP Growth	Interim, Universal Screener	K-10 for all students	Fall, Winter	Assess student learning needs to adjust practices to meet needs of each student. Assess core curriculum.
AimsWeb	Universal Screener	K-6 for all students	Fall, Winter, Spring	Assess student learning needs to adjust practices to meet needs of each student. Assess core curriculum.
Math				
Assessment	Type	Grade Levels	Frequency	Purpose
ACT	Summative	11th for all students	Annually in March	College prep-reading and English grammar, writing
NSCAS Growth	Interim, Universal Screener	3-8 for all students	Spring	Assess student learning needs to adjust practices to meet needs of each student
MAP Growth	Interim, Universal Screener	K-10 for all students	Fall, Winter	Assess student learning needs to adjust practices to meet needs of each student. To assess core curriculum.
AimsWeb	Universal Screener	K-6 for all students	Falle, Winter, Spring	Assess student learning needs to adjust practices to meet needs of each student. Assess core curriculum.
Other				
Assessment	Type	Grade Levels	Frequency	Purpose
GOLD	Summative	PK	Fall, Winter, Spring	Measure physical, language, social-emotional, and cognitive performance.
Career Education	Interest Inventories	12-Jun	Annually	Identify strengths of the student and careers that relate.
Health/Wellness	Hearing, Vision	PK-12	Annually	Identify any medical needs through screening and referral to other healthcare professionals.

Workshop and In-Service Opportunities

Allen Consolidated Schools is committed to providing faculty and staff with meaningful opportunities for professional growth. Each year, the district offers a variety of in-service workshops, including SafeSchools trainings, that support our school improvement goals. Staff learning has been intentionally aligned to these goals through training with ESU 1, such as the Phil Warrick Leadership Series, MTSS Workdays, and APL refresher sessions. Ongoing collaboration within grade-level and departmental teams ensures instructional decisions are consistently grounded in assessment evidence and aligned with district priorities.

Crisis Prevention Institute (CPI) Training <i>Various dates each year</i>	SPED Staff, Guidance Counselor, Certified Teachers, Paras, and High School Principal,	ESU 1
Phil Warrick Administrative Instructional Leadership Series 6/2 & 6/3/2021 6/1 & 6/2/2022 5/31 & 6/1/2023 5/30 & 5/31/2024 5/29 & 5/30/2025	School Administration	ESU 1
Principal and Superintendent Meetings <i>Various dates each year</i>	Administration	ESU 1
APL Refresher 2/14/2022	All District Teachers	ESU 1
New Teacher Cadre Sessions and Mentor Teacher Series 8/1, 8/2, 8/3, 9/7 & 9/21/2022 & 2/2/2023 7/31 & 8/1/2023 7/30, 7/3, 11/21/2024 & 2/4/2025	First Year Teachers and some dates with their Mentors	ESU 1
MTSS Refresher 8/30/2022	School Psych. & MTSS Coordinator	ESU 1
Principal Cohort w/ Dr. Phil Warrick 12/5/2022	Chris Blohm	ESU 1 @ Pender Schools
Mental Health Institute Cohort	Chris Blohm	ESU 1

5/26 and 6/9/2023 4/26/2024 and other virtual dates		
MTSS Spring Wrap-Up Day 4/17/2023 MTSS/TIP WorkDay 3/21/2024	Various Elementary Staff	ESU 1
N.E. Nebraska Collaborative PD Day - Feb. 12, 2024	All District Staff	Ponca Schools
KSB School Law Webinars Various dates annually	Administration	ESU 1
Departmentalized Meetings (Science, Language Arts, Social Studies, Math, School Counselors, SPED, EL, Title I, CTE, World Language, Principals, Superintendents) Various dates each year	Teachers and Administration	ESU 1
SPED Law Conference Annually in November	SPED Teacher & Coordinator	
Variety of SPED Trainings: Indicator 13 (Transition Training) 2/19/24 & 10/3/24; 9/18/25 SPED Director Workshop 12/9/24 & 4/19/24 Quality IEP 3/15/21 SPED Strategies 1/23/25 Transition Workshop 4/28/24; 1/28/25 Autism Conference: 4/3/25 How to Write an IEP 9/17/2025	SPED Teacher, Coordinator, & Core teachers when needed	ESU 1
NETA Annually in Spring	Variety of staff and classroom teachers	Nebraska Educational Technology Association

Goal #1: Impact and Reflection on Student Growth and Achievement

The growth reflected in the data is the result of intentional planning, consistent instructional practices, and a shared belief that every student can improve. Allen Consolidated Schools has cultivated a culture where data is not just collected, it drives action. Teachers analyze results to adjust instruction, target interventions, and celebrate progress, ensuring that each student's growth is visible and valued.

This commitment extends beyond academics. Professional learning opportunities have deepened instructional expertise, strengthened collaboration, and unified expectations across classrooms. Students are increasingly aware of their own progress, taking ownership of their learning through goal setting and reflection.

Although small class sizes can create fluctuations in annual percentages, the overall trajectory of improvement is undeniable. The sustained gains in MAP, NSCAS, and cohort data affirm that Allen Consolidated Schools is not only moving toward its 80% growth goal but also building a lasting foundation of instructional excellence and student confidence that will continue to drive achievement in the years ahead.

Goal 2: Instructional Framework and Behavioral Expectations

By the end of the 2025-2026 school year, Allen Consolidated Schools will implement a schoolwide instructional framework and behavior expectations system with 100% of staff trained.

Allen Consolidated Schools



The mission of the Allen Consolidated Schools is to provide everyone an opportunity to receive a quality education in a safe and healthy environment. The staff and community, using technology and proven and innovative methods, will foster a sense of self-worth so all individuals can become contributing members of a changing society.

2020/ 21- 2025/ 26

Action Plan—Goal 2:

Continuous Improvement Goal: By the end of the 2025-2026 school year, Allen Consolidated Schools will implement a schoolwide instructional framework and behavior expectations system with 100% of staff trained.

<p>Support Data Here:</p> <p>As part of our school improvement efforts, the Allen School Improvement Team recognized the need for a unified Teaching and Learning Model. Classroom observations, data, and feedback from staff and students revealed inconsistencies in expectations and instructional practices. At times, we observed disengagement, low expectations, and a lack of shared language about what effective teaching and learning should look like.</p>	<p>Measurement of Effectiveness:</p> <p>The Teaching and Learning Model has reshaped Allen's instructional environment:</p> <ul style="list-style-type: none"> • Consistency: Instructional practices across classrooms are aligned and predictable. • Student Empowerment: Students use the expectations as a guide, demonstrating accountability and ownership of learning. • Positive Climate: Respect, safety, and responsibility are visible throughout the school. • Academic Growth: Teachers report higher levels of engagement and improved achievement, reflected in both classroom and assessment data.
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Action Steps	Responsible Parties	Timeline	Resources Needed
Phil Warrick Training	ESU #1 Teaching and Learning Staff/ Administration	On-Going	Professional Development Material
Kellen Conroy Presentation	ESU #1 Teaching and Learning Staff/ Allen Staff	2021-2022 School Year	Staff Development Time
Development of Posters	Allen Staff/CIP Team	2021-2022 School Year	Technology/ CIP Meeting Time
Presentation of Models/ Learning Process/ Teacher Behavior Expectations/ Student Behavior Expectations	Allen Staff/ Administration/ CIP Team	2022-On Going	Staff Development Time/ Posters Completed and available for classrooms.
Continuous Improvement/ Training for New Staff Members	Allen CIP Team/ Administration	On-Going	Staff Development Time

Introduction

As part of our school improvement efforts, the Allen School Improvement Team recognized the need for a unified Teaching and Learning Model. Classroom observations, data, and feedback from staff and students revealed inconsistencies in expectations and instructional practices. At times, we observed disengagement, low expectations, and a lack of shared language about what effective teaching and learning should look like.

We saw these challenges not as setbacks, but as an opportunity to define a clear, collective vision. Our goal became the creation of a model that would:

- Establish consistent expectations across classrooms.
- Empower students to take responsibility for their learning.
- Strengthen alignment between instructional practices and school culture.

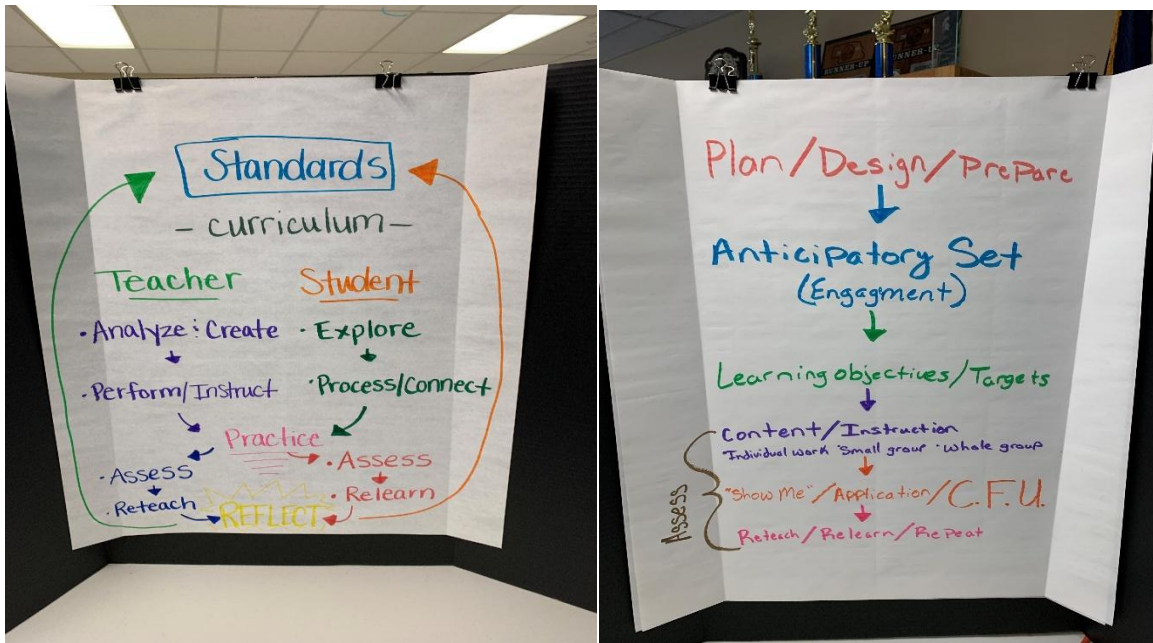
The Development Process

1. Identifying Barriers

- The School Improvement Team first outlined what should *never* be present in our classrooms, such as disrespect, low expectations, and unsafe environments.
- This process created a baseline for what we needed to eliminate to support growth.

2. Creating Teacher Expectations

- Teachers collaboratively defined the instructional practices we should *always* see:
 - Standards-driven instruction with visible objectives.
 - Multiple structures for learning (whole-group, small-group, independent).
 - Differentiation and individualization.
 - Positive relationships and timely feedback.
 - A safe and well-supervised environment.

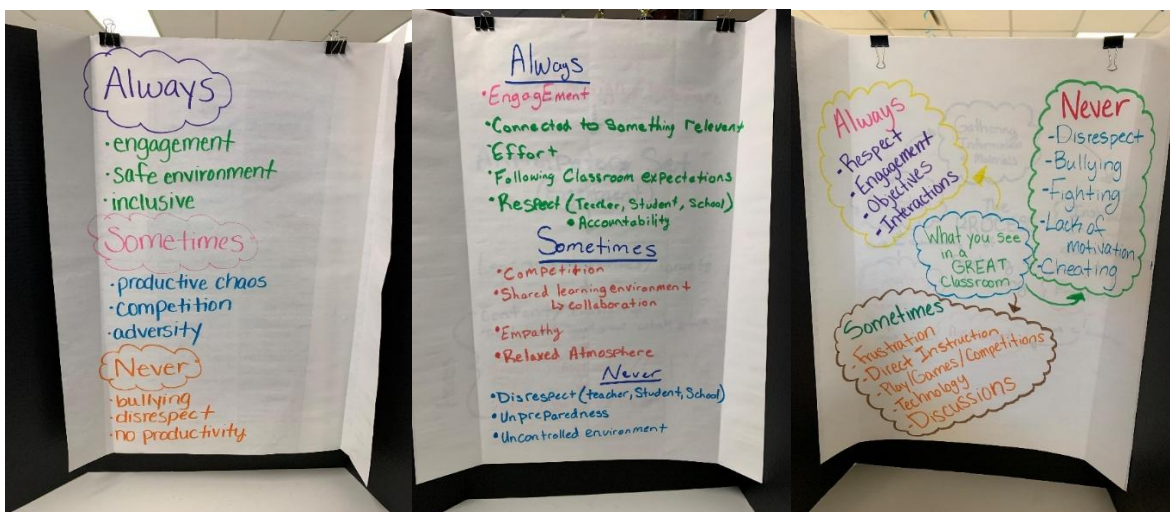


3. Creating Student Expectations

- Students partnered in defining their role in learning:
 - Preparedness, active listening, and self-advocacy.
 - Respect for people and property.
 - Appropriate technology use.
 - Positive attitudes and flexibility in the face of challenges.

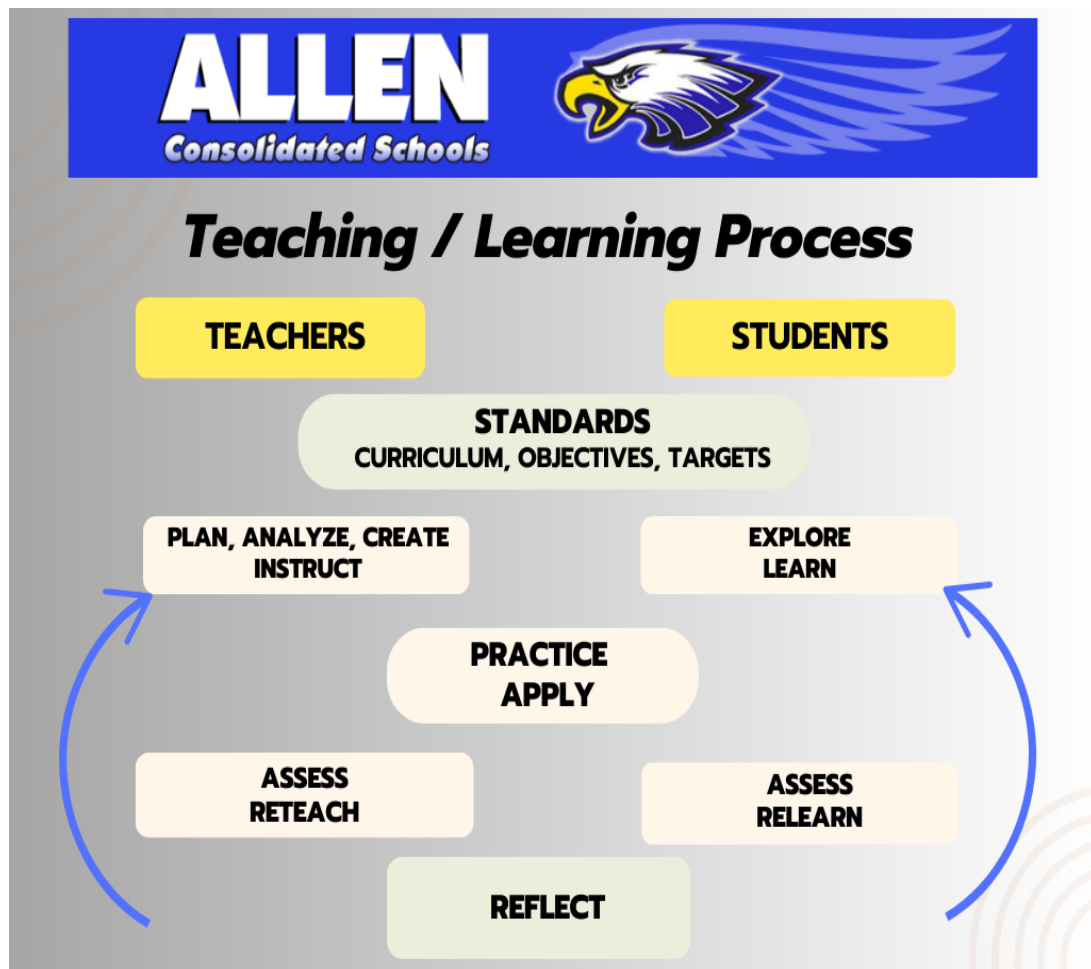
4. Organizing with the Always-Sometimes-Never Framework

- Behaviors and practices were categorized as **Always**, **Sometimes**, or **Never** to make expectations practical and observable.
- This framework emphasized consistency while allowing space for natural challenges like mistakes and frustration, which support growth.



Results of the Process

- Posters of teacher and student expectations were designed and placed in every classroom.
- The posters became daily visual reminders, ensuring that the model was embedded in both teaching practice and student behavior.



Student Expectations



SHOULD SEE & HEAR DAILY

- Respect School & Others' Property
- Positive Attitude
- Active Listener
- Prepared for Class
- Be An Advocate/Ask Questions
- Clean Up After Yourself
- Be Where You're Supposed To Be
- Follow Student Handbook

MIGHT SEE & HEAR DAILY

- Use Technology for Classwork
- Laughter & Fun
- Assertiveness
- Frustration, Challenges, Mistakes
- Flexibility

SHOULD NEVER SEE & HEAR

- Disruption of Learning
- Invade Personal Space
- Destruction of Property
- Disrespect Towards Others
- Ignore Problems
- Unsupervised in Classrooms & Hallways

Respect

Responsibility

Safety

Teacher Expectations



SHOULD SEE & HEAR DAILY

- Standards Driven Instruction
- Visible Objectives
- Engagement & Redirection
- High Student Expectations
- Build & Maintain Positive Relationships
- Quality & Timely Feedback
- Differentiation/Individualization
- Safe Environment
- Follow Teacher Handbook

MIGHT SEE & HEAR DAILY

- Purposeful Noise
- Independent Technology Use
- Student Input
- Teacher Led Instruction
- Small Groups

SHOULD NEVER SEE & HEAR

- Negative Criticism of Students
- Disengagement When Students Are Present
- Low Student Expectations
- Only Teacher Led Instruction
- Unsafe Environment
- Unpreparedness
- Unsupervised Classrooms & Hallways

Respect

Responsibility

Safety

Implementation in Classrooms

Teachers integrated the framework into lesson planning and instruction:

- Posting learning objectives.
- Using varied instructional strategies.
- Embedding opportunities for feedback and reflection.

Students used the framework to guide their daily choices:

- Arriving prepared and engaged.
- Advocating for themselves when confused.
- Demonstrating respect and responsibility.

The **language of the framework** became part of classroom routines, morning meetings, and hallway interactions.

Impact Over Time and Reflection

The Teaching and Learning Model has reshaped Allen's instructional environment:

- **Consistency:** Instructional practices across classrooms are aligned and predictable.
- **Student Empowerment:** Students use the expectations as a guide, demonstrating accountability and ownership of learning.
- **Positive Climate:** Respect, safety, and responsibility are visible throughout the school.
- **Academic Growth:** Teachers report higher levels of engagement and improved achievement, reflected in both classroom and assessment data.

Continuous Growth

The model is reviewed annually with staff and student input. It continues to serve as a **living framework**, guiding professional development, mentoring new teachers, and sustaining a culture of high expectations and respect

Goals for 2026-2031

Allen Consolidated Schools selected these two goals because academic success and student well-being are deeply interconnected. Ensuring that 80–85% of students demonstrate at least one year of academic growth reflects our commitment to high expectations, consistent instruction, and meeting students where they are academically. At the same time, increasing student engagement and sense of belonging acknowledges that students learn best when they feel safe, supported, and connected to caring adults. Together, these goals align with our belief that strong relationships, consistent practices, and a positive school culture are essential to sustained academic growth and long-term student success.

Goal #1:

By the end of the given school year school year, 80–85% of students in grades K–10 will demonstrate at least one year of academic growth annually, with increased percentages of students performing at or above proficiency in reading and mathematics.

Goal #2:

By the end of the 2030-2031 school year, Allen Consolidated Schools will increase student engagement and sense of belonging so that 90% of students report feeling safe, supported, and connected to at least one adult in the school through perceptual surveys.

Prior Accreditation- Exit Report- 2021

Goal	Description
1	Students will show growth on assessments throughout the school year as a result of high-quality instruction and evidence-based interventions.
2	Educational and career readiness opportunities for all students will increase.

Commendations

Goal Area 1 – Student Growth

- Strong direct instruction, monitoring, and timely feedback evident in classrooms.
- Elementary MTSS system (Year 3) shows strong implementation, fidelity and buy-in.
- Focus on individualized learning and student growth at all levels.
- Clear commitment to helping each student reach their highest potential.

Goal Area 2 – College & Career Readiness

- Multiple opportunities for dual credit, internships, and Fridays at Northeast/Wayne.
- Financial and scheduling support encourages student participation in diverse activities.
- Visible enthusiasm for science across elementary through high school.
- Increased and purposeful use of technology across grade levels.

Recommendations

Goal Area 1 – Academic Growth

- Extend the MTSS framework to Grades 7–12.
- Use systematic district-wide data analysis to track growth across subjects.
- Support students above grade level with enrichment opportunities.
- Regularly review and align curriculum to meet state standards.

Goal Area 2 – College & Career Readiness

- Develop a K–12 STEM/STEAM curriculum to strengthen early exposure.
- Build technology integration skills for both staff and students.
- Incorporate Chromebooks and cloud-based learning to enhance collaboration.
- Encourage higher-order tech applications (creation, design, analysis, evaluation).

Overall System Recommendations

- Technology Integration

- Establish consistent expectations for LMS use and student content creation.
- Offer targeted PD for teaching in a 1:1 classroom.
- Survey staff to identify tech growth areas.
- **Professional Development**
 - Move from randomized to strategic, goal-aligned PD (e.g., STEM, HAL).
 - Continue PD aligned with schoolwide goals and teacher-driven interests.

Acknowledgment and Appreciation

On behalf of the Allen Consolidated Schools School Improvement Committee, we would like to extend our sincere appreciation to the External Visitation Team for their time, expertise, and thoughtful feedback throughout this review process. Your guidance and perspective have been invaluable in helping us reflect on our progress and identify meaningful next steps for continued growth.

We would also like to thank our staff and students for their ongoing dedication, collaboration, and commitment to excellence. The success of this process is a direct reflection of the hard work, honesty, and pride shown by everyone involved in making Allen Consolidated Schools a great place to learn and grow.

Thank you for your partnership and continued support.

— Allen Consolidated Schools, School Improvement Committee