

**Allen Independent School District**  
**Boyd Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

**Boyd is dedicated to building a community which empowers each individual to realize his/her full personal and academic potential.**

## Vision

**Brightening our Minds, Growing as Leaders, Building our Future.**

**It all starts NOW!**

## Value Statement

**Our beliefs directly impact our culture.**

Culture of Universal Achievement: Every child deserves the opportunity to be educated in a way that prepares them for college and career readiness.

Culture of Quality Instruction: Every child is capable of meeting academic standards AND that the school has the power to make that opportunity a reality by providing a guaranteed and viable curriculum that is rooted in researched-based instructional practices.

Culture of Collaboration: Collaboration is essential to providing a quality education for all students. Teacher efficacy is built when we support each other to grow in best practices through the PLC process. Strong community and school relationships are built when we work together with the same focus (student success).

Culture of Growth Mindset: We are all learners, and we are focused on growth.

Culture of Safe & Orderly Environment: Decisions are made based on; data evidence, using researched-based practices, keeping in mind the best interest of the students, and focused on the growth and success of students.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Boyd Elementary has 573 students that range from kindergarten to sixth grade. Boyd is the only bilingual campus in Allen, and we proudly serve 220 bilingual students in a dual language program. The campus demographics are comprised 56% Hispanic/Latino, 2.3% Asian, 21.8% Black , 2.1% American Indian or Alaskan Native , 0.7% Native Hawaiian or Pacific Islander, 67.2% White, 5.9% Two or More Races. The school's student groups include 6% Gifted and Talented (K-6), 27% Special Education, 52% Limited English Proficient (LEP), and 68% Economically Disadvantaged. Boyd's ESL, Care Coordinator, SIT Coordinator, Behavior Specialist, Counselor, and SSI Team support all students in ensure their needs and learning goals are met.

### Demographics Strengths

Boyd's student and staff diversity is a strength. Students and staff are able to interact and connect with others who have various backgrounds and cultures. Improvement has been seen in the school's overall rating since 2019.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students do not all come prepared for school. **Root Cause:** Many of our students lack preschool and/or consistent years of in-person school experiences.

**Problem Statement 2:** There is a lack of stable educational background for some families. **Root Cause:** Many of our students lack preschool and/or consistent years of in-person school experiences.

# Student Learning

## Student Learning Summary

2021-2022 STAAR								
	Approaches	Meets	Masters		Approaches	Meets	Masters	
3rd Math	65.96	31.91	19.15		3rd Reading	66.67	41.67	18.75
3rd Math Spanish	50	0	0		3rd Reading Spanish	47.83	26.09	4.35
4th Math	67.65	39.71	14.71		4th Reading	79.69	62.5	14.71
4th Math Spanish	75	12.5	0		4th Reading Spanish	66.67	25	0
5th Math	71.62	37.84	16.22		5th Reading	75.68	44.59	31.08
5th Math Spanish	40	20	0		5th Reading Spanish	50	20	20
6th Math	72.63	33.68	6.32		6th Reading	62.11	29.47	15.79

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Student overall performance in Reading and Math is relatively low in some grade levels. **Root Cause:** There is a need to increase the effectiveness of the ELA/SLA Literacy Block and the Math Workshop Model in some grade levels.

## School Processes & Programs

### School Processes & Programs Summary

Team leaders provide feedback to administrators based on team information. Feedback surveys are acquired throughout the year to identify areas for professional development. Library and technology surveys also provide valuable information in making systemic decisions. The master schedule is designed to provide large uninterrupted blocks of time for content areas. Intervention block is designed to provide a set block of time for Tier 1, 2, and 3 interventions. Goals, performance objectives, and strategies are communicated at the beginning of the school year. The leadership team (ILT) meets weekly to review progress. Progress is identified for each strategy. Multiple measures of data analyzed at district and campus level. Based on the data and research, a multiyear strategic plan was developed with the support of Engage 2 Learn.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers have voiced a need for increased bilingual resources. **Root Cause:** Boyd is the only bilingual school in Allen and resources are limited

# Perceptions

## Perceptions Summary

Due to some economic situations of our parents as well as their own personal history of school challenges, a significant number of Boyd families do not come to the campus to support students, whether through their own student intervention meetings, or attend specifically designed parent engagement meetings. Our big campus-wide celebrations, such as Trunk or Treat and Movie Night are well attended. However, Boyd struggles with PTA membership and retaining active PTA Board members. Each year, a few loyal parents step in to assist, but then quickly burn out after doing the jobs of multiple positions simultaneously. We would like to continue and increase our community partnerships to help not only our students, but their families as well.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Lack of parental involvement in PTA and "learning" events **Root Cause:** Lack of understanding about meaningful home-school partnerships and how to get involved in PTA.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals



**Goal 1:** Allen ISD will cultivate a culture of excellence.



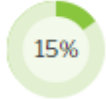





**Performance Objective 1:** 1. By the end of 2023-2024 all K-2 classes will fully implement all components of the ELA/SLA Literacy Block to improve the percent of students reaching on or above grade level on mCLASS/IDEL by at least 20% from Beginning of year to End of Year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Beginning, Middle, and End of year mClass/IDEL data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Design a calibration system for observation and feedback for all stakeholders, aligned to the components of the ELA/SLA Literacy Block and Math Block.</p> <p><b>Strategy's Expected Result/Impact:</b> The quality of instruction in literacy and math will increase, directly impacting student learning and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, instructional coaches.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplemental Staff ( Assistant Principal) and Materials - Title 1-Part A - \$87,000</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a coherent sequence of professional learning opportunities aligned to the components of the ELA Literacy Block and Math Workshop best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional learning will increase teachers' knowledge, which will increase the effectiveness of instruction, students learning, and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, instructional coaches, and teaching staff.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplemental Staff (Instructional Facilitator) and Materials - Title II - \$80,000, Supplemental Staff (Instructional Coach) and Materials - Title 1-Part A - \$75,000, Get Your Teach on Summer 2022 Professional Development - Title 1-Part A - \$17,000</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine and expand intervention instruction focusing on closing foundational skill gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 2 and 3 instruction, which will close learning gaps and improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, SSI teachers and teacher assistants, all classroom teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplemental Staff (Intervention Teacher and Support Paraprofessional) - Title 1-Part A - \$108,500</p>	Formative			Summative
	Sept	Dec	Mar	May
				
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**Goal 1:** Allen ISD will cultivate a culture of excellence.



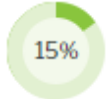





**Performance Objective 2:** 2. By the end of 2023-2024 all K-2 classes will fully implement the Math Workshop Model to improve the percent of students who score High or High Average on the NWEA MAP Math Assessment by at least 20% from Beginning of year to End of Year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, and EOY MAP math data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Design a calibration system for observation and feedback for all stakeholders, aligned to the components of the Math Block.</p> <p><b>Strategy's Expected Result/Impact:</b> The quality of instruction in math will increase, directly impacting student learning and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, instructional coaches.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a coherent sequence of professional learning opportunities aligned to the components of the ELA Literacy Block and Math Workshop best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional learning will increase teachers' knowledge, which will increase the effectiveness of instruction, students learning, and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, instructional coaches, and teaching staff.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Get Your Teach On Summer 2022 Professional Development - Title 1-Part A - \$17,000</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine and expand intervention instruction focusing on closing foundational skill gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 2 and 3 instruction, which will close learning gaps and improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, SSI teachers and teacher assistants, all classroom teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Dec	Mar	May
				
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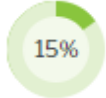

**Goal 1:** Allen ISD will cultivate a culture of excellence.









**Performance Objective 3:** 3. By the end of 2023-2024 all 3rd-6th classes will fully implement all components of ELA/SLA Literacy Block and Math Workshop Model to improve literacy and math with 70% of students reaching Meets NWEA MAP STAAR Projection in Reading and Math.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, and EOY Map reading data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Design a calibration system for observation and feedback for all stakeholders, aligned to the components of the ELA/SLA Literacy Block and Math Block.</p> <p><b>Strategy's Expected Result/Impact:</b> The quality of instruction in literacy and math will increase, directly impacting student learning and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, instructional coaches.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a coherent sequence of professional learning opportunities aligned to the components of the ELA Literacy Block and Math Workshop best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional learning will increase teachers' knowledge, which will increase the effectiveness of instruction, students learning, and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, instructional coaches, and teaching staff.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
	 15%	 45%		
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine and expand intervention instruction focusing on closing foundational skill gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 2 and 3 instruction, which will close learning gaps and improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, SSI teachers and teacher assistants, all classroom teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
	 20%	 45%		
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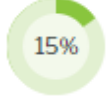







**Goal 1:** Allen ISD will cultivate a culture of excellence.

**Performance Objective 4:** By the end of 2023-24 school year, we will develop and implement innovative strategies to retain 85% of highly qualified classroom teachers.

**High Priority**

**Evaluation Data Sources:** Retention Data  
TTESS









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide time for staff to build relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> By setting designated times for staff to build relationships, there is an increase in the opportunity for staff to build relationships. This will have a direct impact on the positive culture at Boyd.</p> <p><b>Staff Responsible for Monitoring:</b> All staff members</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** By the end of 2023-24, all K-6 classes will fully implement the Second Steps Curriculum to improve student's ability to control their feelings/emotions with at least 70% of students growing based on the student's self-assessment and the teacher's end of year assessment .

**High Priority**

**Evaluation Data Sources:** Lesson plans, SEL BOY, MOY, and EOY surveys (student and staff)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a DAILY SEL schedule that includes all components of the Second Step Curriculum Program.  <b>Strategy's Expected Result/Impact:</b> Increase students ability to recognize, respond to, and regulate emotions.  <b>Staff Responsible for Monitoring:</b> All staff members.</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide supplemental support and training to help teachers focus on improving student's ability to control their feelings/emotions by utilizing best practice strategies.  <b>Strategy's Expected Result/Impact:</b> Increase teachers' abilities to support students ability to recognize, respond to, and regulate emotions using best practice strategies.  <b>Staff Responsible for Monitoring:</b> Administrators, Behavior Coach</p> <p><b>Funding Sources:</b> Supplemental Staff ( Behavior Coach) and Resources - Title 1-Part A - \$68,000</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				







**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:** The percentage of Third Grade students who score Meets Grade Level or above on STAAR Reading (English and Spanish) will increase from 36% to 60% by June 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2021-2024 3rd Grade STAAR Reading results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved literacy skills across all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> All instructional staff members.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Early Education: State Allotment - \$36,682</p>	Formative			Summative
	Sept	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**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 2:** The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math (English and Spanish) will increase from 40% to 60% by June 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2021-2024 3rd Grade Math Results







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen instructional approaches around identifying gaps in mathematic foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved mathematic skills across all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> All instructional staff members.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 3:** Between the 2021-2024 school year, we will annually implement one or two innovative methods to increase the home/school partnerships.

**High Priority**



**Evaluation Data Sources:** Attendance, parent feedback, school calendar, Smore parent newsletter analytic data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create activities that attract all Boyd's community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic achievement and emotional well being due to stronger school-home connections and relationships.</p> <p><b>Staff Responsible for Monitoring:</b> All staff members</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplemental Staff (Care Coordinator) and Parent &amp; Family Engagement activities - Title 1-Part A - \$50,000</p>	Formative			Summative
	Sept	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



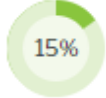





**Goal 3:** Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

**Performance Objective 4:** Boyd Elementary will design and provide rigorous instruction, targeted intervention, and innovative enrichment that will result in students reflecting growth on state and district assessments in reading, math, writing, and science. Boyd Elementary will meet the requirement of domains as required by the state accountability system. Growth will be measured for all students and sub-populations, including; Special Education, White, Hispanic, African American, English Language Learners, and Economically Disadvantaged students.

**Evaluation Data Sources:** District Assessment Data  
 STAAR Data  
 MAP Data  
 MClass Data  
 State Accountability Measures

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased enrichment opportunities for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, AIM Teacher</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - GT Allotment - \$34,688</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide learning experiences and services for special education students to support individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement across all student populations.</p> <p><b>Staff Responsible for Monitoring:</b> Special education and general education teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Special Education: State Special Allotment - \$777,751</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and graduation rates.</p> <p><b>Staff Responsible for Monitoring:</b> All instructional staff members.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Comp Ed: State Special Allotment - \$348,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide supplemental learning experiences for Emergent Bilingual Students promoting language acquisition and academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement and social/emotional learning for emergent bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> All instructional staff and dual language teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplemental Staff (EL Facilitator) and Materials - Title 1-Part A - \$323,108, - Bilingual/ESL: State Special Allotment - \$323,108</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Therapist, Bilingual Interventionist, Support Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Dyslexia: State Allotment - \$45,222</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



# Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$36,682.00
<b>Sub-Total</b>					<b>\$36,682.00</b>
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	5			\$45,222.00
<b>Sub-Total</b>					<b>\$45,222.00</b>
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	4			\$323,108.00
<b>Sub-Total</b>					<b>\$323,108.00</b>
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	3			\$348,800.00
<b>Sub-Total</b>					<b>\$348,800.00</b>
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2			\$777,751.00
<b>Sub-Total</b>					<b>\$777,751.00</b>
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental Staff (Instructional Facilitator) and Materials		\$80,000.00
<b>Sub-Total</b>					<b>\$80,000.00</b>
Title 1-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Staff ( Assistant Principal) and Materials		\$87,000.00
1	1	2	Supplemental Staff (Instructional Coach) and Materials		\$75,000.00
1	1	2	Get Your Teach on Summer 2022 Professional Development		\$17,000.00

<b>Title 1-Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Supplemental Staff (Intervention Teacher and Support Paraprofessional)		\$108,500.00
1	2	2	Get Your Teach On Summer 2022 Professional Development		\$17,000.00
2	1	2	Supplemental Staff ( Behavior Coach) and Resources		\$68,000.00
3	3	1	Supplemental Staff (Care Coordinator) and Parent & Family Engagement activities		\$50,000.00
3	4	4	Supplemental Staff (EL Facilitator) and Materials		\$323,108.00
<b>Sub-Total</b>					\$745,608.00
<b>GT Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	4	1			\$34,688.00
<b>Sub-Total</b>					\$34,688.00