

Allen Independent School District
Boyd Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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, Building our Future. It all starts NOW!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment Data from 2017-18 Snapshot Date:

Total students 660 (11% Mobility)

- 44% Hispanic-Latino
- 27% White
- 20% Black-African American
- 5% Two or More Races
- 3% Asian
- 67% Economically Disadvantaged
- 41% Limited English Proficient (33% Bilingual Education & 7% ESL)
- 10% Special Education
- 3% Gifted & Talented
- 6% Dyslexia
- 6% Section 504

Demographics Strengths

Strengths Include:

- Multicultural community that provides strengths from its diversity
- Bilingual & biliterate families and community members
- Newsletters and meetings in both Spanish and English

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students do not all come prepared for school. **Root Cause:** Many of our students entering kindergarten lack preschool experiences.

Problem Statement 2: There is a lack of stable educational background for some families. **Root Cause:** Our mobility rate is above average and this results in lack of stable education at Boyd Elementary.

Student Achievement

Student Achievement Summary

STAAR Meets Expectation or Above by Content:

- All Subjects - 74%
- Reading - 73%
- Math - 82%
- Writing - 56%
- Science - 66%
- Based on 2018 TEA Accountability Summary, Alton Boyd met criteria in all Domains

STAAR Meets Expectation or Above by Subpops:

- All Tests - White 79%, African American 60%, Hispanic 75%, Economically Disadvantaged 70%, English Learners 74%, Special Education 30%
- Reading - White 76%, African American 60%, Hispanic 72%, Economically Disadvantaged 69%, English Learners 69%, Special Education 33%
- Math - White 86%, African American 69%, Hispanic 83%, Economically Disadvantaged 78%, English Learners 82%, Special Education 53%
- Writing - White 64%, African American 45%, Hispanic 59%, Economically Disadvantaged 53%, English Learners 65%, Special Education 33%
- Science - White 80%, African American 30%, Hispanic 68%, Economically Disadvantaged 63%, English Learners 72%, Special Education 20%

Student Achievement Strengths

Based on 2018 TEA Accountability Summary, Alton Boyd met criteria in all Domains.

STAAR Meets Expectation or Above by Content:

- All Subjects - 74%
- Reading - 73%
- Math - 82%

STAAR Meets Expectation or Above by Subpops:

- All Tests - White 79%, African American 60%, Hispanic 75%, Economically Disadvantaged 70%, English Learners 74%
- Reading - White 76%, Hispanic 72%
- Math - White 86%, Hispanic 83%, Economically Disadvantaged 78%, English Learners 82%
- Science - White 80%, English Learners 72%

Strengths in Closing Achievement Gaps based 2018 Accountability System for the following subgroups:

- Academic Achievement in Reading: African Americans, Hispanic, Economically Disadvantaged, and English Language Learners
- Academic Achievement in Math: African Americans, Hispanic, Economically Disadvantaged, Special Education, and English Learners
- Reflecting Growth in Reading: African Americans and Special Education Students
- Reflecting Growth in Math: Hispanic and Special Education Students
- English Language Learners met the criteria for making progress in language acquisition

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although we are meeting the state accountability standard in all domains, there are specific sub-populations that are not meeting the passing standard. **Root Cause:** There are learning gaps in some of our students and continued intensive interventions are needed.

School Culture and Climate

School Culture and Climate Summary

As a campus, we are dedicated to building a community which empowers each individual to realize his or her full personal and academic potential. We believe that the key to achieving our mission is through the dedication of our teachers and their commitment to supporting all learners. This commitment has resulted in teachers acquiring further support and training to meet the challenges that some of our students are coming to school with. Our campus has worked hard to establish a culture that believes that brightening our minds and growing as leaders truly helps us build our future.

School Culture and Climate Strengths

Boyd Elementary embraces a culture in which personal and academic achievement is fostered for all students. We are proud of our diversity and celebrate the various social and cultural differences that make our campus unique. By building strong relationships with our students and parents, we are seeing: reduction in office referrals, fewer verbal confrontation between peers, fewer aggressive behaviors, and a stronger community of learners developing.

Strengths include:

- Students working together to create a positive learning environment
- Lessons focus on meeting the needs of the whole child
- Building of self-awareness, self-confidence, and a feeling of community through community circle
- Guidance lessons on diversity and acceptance of others
- Cultural awareness is built into our parent involvement
- Staff has a strong commitment to ensuring the success of our students
- Reduction in office referral and fewer verbal confrontation between peers
- Immediate classroom response assistance by special education and the behavior specialist reduces disruption to the learning
- Using CHAMPS classroom and common areas expectations with fidelity has resulted in a common language and behavior expectations across the campus
- Parent Survey Ratings - "How would you rate Boyd overall?" Results: Excellent 55% Good 36% Improving 9% Ineffective 0%

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students need tools to handle frustrations, build friendship, and become proactive in dealing with challenges instead of reactive.

Root Cause: Students are entering school with a lack of social skills needed to emotionally handle the challenges they encounter when interacting with peers and adults.

Problem Statement 2: Students are coming to school with past traumas and chronic stress. This is impacting their ability to rationalize when confronted with a challenge that requires maintaining emotional stability. **Root Cause:** Some students have had traumatic experiences and chronic stress caused by not having their basic needs met (food, clothing, home, and safety).

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Boyd teachers and instructional paraprofessionals are highly qualified. All teachers, in addition to their grade level certification, hold ESL and GT certificates. The campus and district utilized a screening process through Winocular to select highly qualified candidates for employment. The campus administrators, instructional coaches and team leads interview highly qualified candidates to determine if the staff member is the best fit to meet the needs of our students. There is a strong mentor/mentee program in effect to support new teachers. Instructional Coaches provide planning and mentoring support for all teachers to ensure their success and support their growth.

Staff Quality, Recruitment, and Retention Strengths

Strengths include:

- Staff has a strong understanding of the diversity and cultural needs of our student and community
- Staff is committed to meeting the needs of all our students
- Staff is provided professional learning opportunities and support to meet the academic and behavioral needs of our students
- Staff lessons and observation reflect a strong understanding of best instructional practices in the classroom
- Staff is collaborative and functions a strong Professional Learning Community (PLC)
- Mentor/mentee program
- Instructional Coaches support teacher growth

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The needs of some students require additional staff and classroom support that is focused on meeting behavioral and learning challenges of a diverse population of students. **Root Cause:** A large portion of our school population is living below the poverty level. This results in some unique needs that require additional resources, staffing, and professional development.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Professional Learning Communities (PLCs) meet weekly to discuss student and teacher needs to promote achievement. During PLCs, instructional activities are aligned with student learning needs and expected outcomes for achievement. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning. Staff reviews student assessments in order to provide targeted instruction for improvement. Data from assessments and progress monitoring tools are also used to form small group instruction and intervention groups that focus on meeting the specific needs of our students. Data is used to inform curriculum, instruction, and assessments decisions. The socio-emotional needs of students are identified and supported to ensure that the needs of the whole child is met.

Curriculum, Instruction, and Assessment Strengths

Strengths include:

- Weekly PLCs to review instruction and data led by instructional leadership team
- Extended planning time
- All Boyd teachers follow the district curriculum within all content areas
- Academic coaches and administrators monitor lesson plans and teaching within the classroom
- Boyd teachers are members of cadres which write the curriculum at the district level and acquire professional development
- Walkthroughs reflect high level of teaching by following district curriculum and implementing best instructional practices
- Small group instruction formed based on student needs
- Assessments are used effectively to determine student needs and adjust instruction
- Daily structured intervention time for all students utilizing qualified staff to provide instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need further time to work as a Professional Learning Community and discuss the implementation of curriculum, instructional strategies and best practices. **Root Cause:** A 45 minute window of time during the day is insufficient for deeper curriculum discussions. This time is often interrupted by other meetings or planning requirement.

Problem Statement 2: The socio-emotional and behavior needs of students are impacting their ability to learn and grow academically at an expected rate. This results in the need to provide both behavioral and academic interventions. **Root Cause:** Students are entering school with a lack of social skills and basic academic skills that are a foundation to their learning. Some have experienced traumas or have disabilities that are deeply impacting behavior and

learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Our school community is one that is inclusive and recognizes that our mission of fostering student success is accomplished through purposeful collaboration among all stakeholders, such as teachers, staff, parents, students, and community members.

We have strong partnerships with our community and businesses. Through these partnerships we are able to provide resources that meet the needs of the students and families at Boyd Elementary (shoes, backpacks, summer lunches, food bags, etc.).

We are continuing to increase efforts to communicate with families and community stakeholders. In an effort to increase parental involvement and engagement, we are continuing to identify and offer activities that will help achieve increases in these areas.

Parent and Community Engagement Strengths

Strengths include:

- Frequent opportunities for parental involvement
- Met goal of 100 volunteers by the 100th day of school
- Parent communication is provided in both English and Spanish
- Social media presence provides up-to-date information for parents and the community
- Continue Practical Parent Education Night (Fall, Spring)
- Multi-cultural events
- Technology support with registration
- Community members involvement as volunteers, tutors, and mentors
- Continued growth of community involvement to meet the needs of resources and services for our families
- Monthly meetings with community groups to discuss the needs of the school and families
- CARE Coordinator's awareness and support of students and families

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a small representation of parents making campus decisions and a lack of involvement in PTA committees. **Root Cause:** Although opportunities have been made available, work schedules, transportation, language barriers, and discomfort with taking on a leadership role have played a role in the lack of representation.

School Context and Organization

School Context and Organization Summary

Boyd has several systems in place to promote collaboration and protect valuable instructional time. The master schedule is designed around protecting instructional time. Daily routines are organized in a manner that reflects campus expectations for behavior and learning. A staff handbook provides staff with clear communication on systems and procedures. Safety measures are followed and monthly drills conducted to ensure that students and staff understand the necessary procedures.

School Context and Organization Strengths

Strengths include:

- Effective support programs that meet individualized instructional needs (AIM, Special Education, Dyslexia, Bilingual and ESL)
- The master schedule and calendar maximize the amount of time spent on instruction
- Protecting instructional time is a priority
- Teachers accommodate students with more time and individualized instructional plans to meet areas of needs
- Safety drills are performed regularly and efficiently
- Communication is effective through staff meetings, team leader meetings, weekly newsletter, power PLC's, and planning with coaches
- Student academic growth is measured through analyzing data and individual goal setting
- Strong student intervention program that includes progress monitoring and early identification of students that are not making progress

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There are insufficient after-school clubs or enrichment programs that provide additional opportunities for students in their areas of interest. **Root Cause:** Staff time and resources are heavily focused on interventions resulting in insufficient enrichment opportunities.

Technology

Technology Summary

We will continue to implement the district's technology learning plan. The campus will continue to focus on digital learning. We are continuing to increase positive student outcomes through the appropriate use of instructional technology. Our campus has successfully built a culture in which students are accustomed to using technology in their academic work.

Technology Strengths

Strengths include:

- All classrooms have at least 5 laptops, 5 iPads, SMART Boards and document cameras
- 4th-6th grade classrooms have additional Chromebooks in every classroom
- Additional iPad carts and computer carts are available for checkout
- Many instructional software options are available to meet individual student needs
- Campus tech is available to trouble shoot and support technology needs
- Students have access to 2 computer labs

Problem Statements Identifying Technology Needs

Problem Statement 1: Our students are consumers of technology but there are few opportunities for them to be producers. **Root Cause:** Further professional development is needed to support technology integration in the classroom.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals




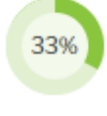
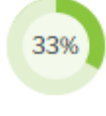

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

























Performance Objective 1: 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 on 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 Source(s) 1: Benchmark Data

- District Assessments
- Simulation Data
- STAAR Data
- iStation Data
- State Accountability Measures

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|---|---|---|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| <p>Critical Success Factors CSF 1</p> <p>1) Teachers and paraprofessionals will use research based resources to provide quality instruction, interventions, and enrichment opportunities.</p> | <p>Campus Administrators Classroom Teachers Instructional Coaches</p> | <p>Using resources that have been proven effective will yield higher levels of growth for students.</p> |  |  |  | |
| <p>Funding Sources: Local Funds - 15000.00</p> | | | | | | |
| <p>2) Professional development on the balanced literacy framework and effective reading/writing practices will be provided for K-6 grade teachers.</p> | <p>Campus Administrators ELAR Instructional Coach Bilingual Instructional Coach</p> | <p>Increasing the capacity of teachers through professional development will result in improved instruction and student academic success</p> |  |  |  | |

| | | | | | | |
|--|---|---|---|---|---|--|
| 3) Professional development on the integration of all 4 language domains (listening, speaking, reading, and writing) will be provided. | Campus Administrators ESL Teachers Instructional Coaches | Increasing the capacity of teachers through professional development will result in improved instruction and student academic success |  |  |  | |
| Funding Sources: Bilingual - 3000.00 | | | | | | |
| 4) Professional development on effective math strategies and the implementation of the math framework will be provided. | Campus Administrators Math Instructional Coaches | Increasing the capacity of teachers through professional development will result in improved instruction and student academic success. |  |  |  | |
| 5) Teachers and instructional coaches will use the PLC structures and protocols to increase effectiveness of grade level collaboration and improve instructional practices based on student data. | Teachers Campus Administrators Instructional Coaches | Increasing the collective capacity of teachers through collaboration will result in improved instruction and student academic success. |  |  |  | |
| Funding Sources: Local Funds - 3000.00 | | | | | | |
| 6) Professional development opportunities will be provided for new teachers on foundation skills such as; lesson design, classroom management, assessment for learning, and differentiation. | Mentor Teachers Campus Administrators Instructional Coaches | Increasing the capacity of teachers through individualized professional development will result in improved instruction and student academic success. |  |  |  | |
| 7) Job embedded professional development (learning walks with feedback, modeling of instructional practices, data analysis and planning support) will be provided by instructional coaches. | Campus Administrators Instructional Coaches | Increasing the capacity of teachers will result in improved instruction and student academic success. |  |  |  | |
| Funding Sources: Title I - 65000.00, Title III - 65000.00, Title II - 67000.00 | | | | | | |
| 8) Professional development focused on capacity building of teachers to use and integrate technology in their lessons will be provided by the LMS and instructional coaches. | Campus Administrators Teachers LMS Instructional Coaches | Increasing the capacity of teachers through professional development will result in improved instruction and student academic success. |  |  |  | |
| Funding Sources: Title II - 100000.00 | | | | | | |
| 9) To increase opportunities for students to problem solve, the LMS in collaboration with the AIM teacher and science instructional coach will develop a "maker space" area in the library along with systemic plan in the effective use of the space by students. | Campus Administrators Teachers LMS Science Instructional Coaches | Increasing the capacity of teachers through professional development will result in improved instruction and student academic success. |  |  |  | |
| Funding Sources: Local Funds - 1000.00 | | | | | | |
| 10) Students will be provided with real world learning experiences, enrichment opportunities, extra curricular clubs, and field trip opportunities throughout the school year in order to increase career path awareness and provide college and career readiness opportunities. | Campus Administrators Teachers LMS Instructional Coaches AIM Teacher | Students will have opportunities to develop college and career readiness skills resulting in increased motivation and academic student success. |  |  |  | |
| Funding Sources: Local Funds - 6000.00 | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|--|
| 11) Implementation of Project Based Learning science classes in grades 3rd-6th. Implementation includes training and staff mentoring/coaching. | Campus Administrators Science Instructional Coach Science Teachers 3rd-6th | Students will have opportunities to develop college and career readiness skills resulting in increased motivation and academic student success. |  |  |  | |
| Funding Sources: Title I - 10000.00 | | | | | | |
| 12) Students will have the opportunity to participate in a summer reading program to help support literacy during the time that school is not in session. The goal of this program is to help decrease summer learning loss and promote literacy. | LMS ELAR Instructional Coach Federal Programs Director Campus Administrators | |  |  |  | |
| 13) Students that are identified as academically below grade level will be provided an opportunity to attend an additional before or after school tutoring once a week. | Campus Administrators Teachers | Students that are performing below the grade level expectation will be provided with targeted interventions resulting in academic improvement/growth and closing of gaps. |  |  |  | |
| Funding Sources: School Excellence Initiative - 14000.00 | | | | | | |
| 14) Boyd teachers and staff will analyze and utilize assessment data (CFAs, benchmarks, etc.) to guide instruction in order to provide differentiated opportunities for student learning. | Teachers Campus Administrators Instructional Coaches | Students that are performing below the grade level expectation will be provided with targeted interventions resulting in academic improvement/growth and closing of gaps. |  |  |  | |
| 15) The master schedule will provide time for an intervention block to support the needs of Tier 2 and Tier 3 RtI students without disruption to their Tier 1 instruction. | Teachers SSI Teachers SSI Paraprofessional Campus Administrators | Students that are performing below the grade level expectation will be provided with targeted interventions resulting in academic improvement/growth and closing of gaps. |  |  |  | |
| Funding Sources: Title I - 57000.00 | | | | | | |
| 16) Provide supplemental learning experiences and services for special education students to support individual learning needs. | Special Education Teachers Classroom Teachers Campus Administrators Instructional Coaches Diagnostician District Special Education Department Staff | The individual needs of special education students will be met. |  |  |  | |
| Funding Sources: Special Education - 320000.00 | | | | | | |

| | | | | | | |
|---|---|---|--|--|--|--|
| 17) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. | ESL Teachers Campus Administrators Federal Programs Director | The linguistic and academic needs of EL students will be met in both language and content gaps will be closed. | | | | |
| | Funding Sources: Bilingual - 165000.00, Title III - 4000.00 | | | | | |
| 18) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation. | Campus Administrators District Administrators SSI Teachers CIS | Students that are performing below the grade level expectation will be provided with targeted interventions resulting in academic improvement/growth and closing of gaps. | | | | |
| | Funding Sources: Comp Ed - 160000.00 | | | | | |
| 19) Provide supplemental learning experiences for Gifted and Talented students promoting higher order thinking and academic achievement. | Campus Administrators GT Teacher | | | | | |
| | Funding Sources: Gifted/Talented - 46000.00 | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

Performance Objective 1: Parent and community engagement will continue to increase as reflected by participation during parent/community events, growth of PTA Board, and increase in the number of volunteers supporting the campus.

Evaluation Data Source(s) 1: Sign-in Sheets

Summative Evaluation 1:

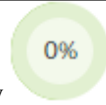
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Bilingual communication will be sent home and provided at all parent meetings or events. | Campus Administrators CARE Coordinator Classroom Teachers Office Staff Bilingual Coach | The language barrier will be removed for our bilingual program families resulting in an increase in parental involvement. | | | | |
| Funding Sources: Bilingual - 2000.00 | | | | | | |
| 2) Monthly parent engagement events will be planned and coordinated by the Care Coordinator, Campus Administrators, and PTA. | Campus Administrators CARE Coordinator PTA Board | Increasing parental involvement will result in a stronger school/home partnership. | | | | |
| Funding Sources: Title I - 35000.00 | | | | | | |
| 3) Volunteer training, community member recruiting events, and seeking resources for the students and families will be coordinated and facilitated by the Care Coordinator. | Campus Administrators CARE Coordinator | Increasing parental involvement and providing needed resources will result in a stronger school/home partnership. | | | | |
| 4) Parent education classes will be provided and child care will be made available during the classes. | Campus Administrators CARE Coordinator Counselor | Increasing parental involvement and providing needed resources will result in a stronger school/home partnership. | | | | |
| Funding Sources: Title I - 200.00 | | | | | | |
| 5) Monthly recognition and quarterly celebrations of student achievement will be planned and coordinated by the school counselor and campus administrators. | Campus Administrators Counselor | Increasing parental involvement will result in a stronger school/home partnership. | | | | |
| Funding Sources: Local Funds - 1000.00 | | | | | | |



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Boyd Elementary will implement a campus-wide discipline plan using CHAMPS structures and daily community circle lessons that will result in a reduction of office referrals and an increase in positive behaviors.

Evaluation Data Source(s) 1: Discipline Office Referral

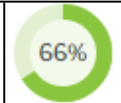
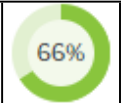





Community Circle Lesson Plans

CHAMPS Charts

Classroom Observations

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) CHAMPS expectations are implemented schoolwide throughout the year. Implementation includes training for staff. | Campus Administrators Classroom Teachers Cafeteria Monitors Paraprofessionals | A common language with a systemic approach to discipline will result in consistency and improved student behaviors. | | | | |
| 2) The Behavior Specialist will provide support to students in crisis and will provide small group lessons for students struggling with developing social skills. | Campus Administrators Behavior Specialist | Providing immediate crisis support will reduce classroom disruptions and provide emotional stability for the child in crisis. | | | | |
| Funding Sources: Title I - 52000.00 | | | | | | |
| 3) Professional Development and book studies will be used throughout the year in order to increase the capacity of teachers and administrators to supporting the emotional and social needs of students that come from poverty or have experienced traumas. | Campus Administrators Teachers Counselor Behavior Specialist Special Education Department | Increasing the capacity of teachers through professional development will result in improved behaviors in the classroom allowing students to focus on the learning. | | | | |
| Funding Sources: Local Funds - 3000.00 | | | | | | |
| 4) Daily community circle lessons using resources such as; Conscious Discipline (Safe Space) and character traits libraries will be provided in every classroom. | Campus Administrators Behavior Specialist Counselor | Providing lessons that focus on social and emotional development will provide students with the tools needed to make friends and react appropriately to difficult situations. | | | | |
| Funding Sources: Local Funds - 2000.00 | | | | | | |

| | | | | | | |
|--|------------------|--|--|--|--|--|
| 5) Supplemental Administrative Support will be provided for students and teachers to help with behavior management and behavior implementation plans. | Campus Principal | Lessen the amount of discipline referrals. |  |  |  | |
| Funding Sources: Title I - 75000.00 | | | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 2: Boyd Elementary will partner with other campus and district staff to support the successful implementation of programs on campus.

Evaluation Data Source(s) 2: Minutes of Meetings
Communication
Systems

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| 1) Partner with the campus that has the early childhood program to support the transition of PreK bilingual students to the elementary school programs. Partnership includes: communication systems, sharing of resources, and supporting the bilingual PreK teacher through quarterly PLC meetings. | Campus Administrators Federal Programs Director Bilingual Instructional Specialist | Collaborative planning with the PreK bilingual teacher will provide alignment in the instructional practices used in the bilingual program and a smoother transition for students entering kinder classes. | | | | |
| 2) Collaboration meeting between the campus administrator and the Director of Federal & Special Programs will take place through the course of the year to ensure that the title 1 program is being implemented with all the mandatory components and funding requirements. | Campus Administrators Federal Programs Director Bilingual Instructional Specialist | Collaboration will result in effective use of resources and implementation of federal programs. | | | | |
| 3) Quarterly collaboration of teachers and campus Instructional Coaches with district Instructional Specialist. | Campus Administrators Instructional Coaches Instructional Specialist Teachers | Collaboration will result in effective use of resources and effective implementation of curriculum. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Title I Schoolwide Element Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|-----------------------------|----------------|------------|
| Cathryn Hosey | Intervention Teacher | Title I | 1 |
| Cindy Woolum | Behavior Specialist | Title I | 1 |
| Connie Boales | Science Instructional Coach | Title I | 1 |
| Marisol Puterbaugh | Care Coordinator | Title I | 1 |
| Nancy Jung | Assistant Principal | Title I | 1 |

2018-2019 Campus Site-Based Committee

| Committee Role | Name | Position |
|-----------------------------|-----------------|------------------------------------|
| Administrator | Judith Coffman | Principal |
| Administrator | Nancy Jung | Assistant Principal |
| Administrator | Wendy Williams | Assistant Principal |
| Parent | Jennifer Hopson | Parent |
| Parent | Trina Harmeson | PTA President |
| Community Representative | Cindy Capes | Allen Resident |
| Community Representative | Shane Jones | Allen Resident |
| Business Representative | George Hedary | Restaurant Owner |
| Business Representative | Ryan McCauley | Business Rep. |
| District-level Professional | Abigail Hobart | Federal Programs Director |
| Non-classroom Professional | Laura Soto | Bilingual Instructional Specialist |
| Non-classroom Professional | Patricia Chavez | Counselor |
| Classroom Teacher | Lori Hicks | Kinder Teacher |
| Classroom Teacher | Carmen Mendoza | Bilingual Kinder Teacher |
| Classroom Teacher | Olivia Pearson | 1st Grade Teacher |
| Classroom Teacher | Gina Venghaus | 2nd Grade Teacher |
| Classroom Teacher | Jennifer Hill | 2nd Grade Teacher |
| Classroom Teacher | Adriana Albina | Bilingual 3rd Grade Teacher |
| Classroom Teacher | Shawn Wade | 4th Grade Teacher |
| Classroom Teacher | Keni Wittgow | Bilingual 5th Grade Teacher |
| Classroom Teacher | Kelly Banks | 5th Grade Teacher |
| Classroom Teacher | John Lanier | 6th Grade Teacher |
| Classroom Teacher | Tracy Henderson | Art Teacher |
| Classroom Teacher | Stephanie Bayer | ESL Teacher |

Campus Funding Summary

| School Excellence Initiative | | | | | |
|-------------------------------------|-----------|----------|---|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 13 | After and before school tutoring supplemental pay for teachers and paraprofessionals. | | \$14,000.00 |
| Sub-Total | | | | | \$14,000.00 |
| Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 18 | | | \$160,000.00 |
| Sub-Total | | | | | \$160,000.00 |
| Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | Salaries, Contracted Work for Professional Development, and Resources | | \$65,000.00 |
| 1 | 1 | 11 | Training and coaching for teachers. | | \$10,000.00 |
| 1 | 1 | 15 | SSI Teacher and Paraprofessionals | | \$57,000.00 |
| 2 | 1 | 2 | Staff Salaries, Day Care, and Resources. | | \$35,000.00 |
| 2 | 1 | 4 | Child Care | | \$200.00 |
| 3 | 1 | 2 | Staffing and Resources | | \$52,000.00 |
| 3 | 1 | 5 | Salaries, Contracted Work for Professional Development, and Resources | | \$75,000.00 |
| Sub-Total | | | | | \$294,200.00 |
| Local Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Resources | | \$15,000.00 |
| 1 | 1 | 5 | Professional Development Contracted Work | | \$3,000.00 |
| 1 | 1 | 9 | Staff salaries and supplemental resources. | | \$1,000.00 |

| | | | | | |
|--------------------------|------------------|-----------------|---|---------------------|---------------|
| 1 | 1 | 10 | Resources, cost of buses, and supplemental staff pay for after hours assignments. | | \$6,000.00 |
| 2 | 1 | 5 | Incentives and Certificates | | \$1,000.00 |
| 3 | 1 | 3 | Resources & Cost of Professional Development | | \$3,000.00 |
| 3 | 1 | 4 | Resources | | \$2,000.00 |
| Sub-Total | | | | | \$31,000.00 |
| Title II | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | Salaries, Contracted Work for Professional Development, and Resources | | \$67,000.00 |
| 1 | 1 | 8 | Staff Salaries and contracted training cost. | | \$100,000.00 |
| Sub-Total | | | | | \$167,000.00 |
| Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | Salaries, Contracted Work for Professional Development, and Resources | | \$65,000.00 |
| 1 | 1 | 17 | Tutoring | | \$4,000.00 |
| Sub-Total | | | | | \$69,000.00 |
| Gifted/Talented | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 19 | | | \$46,000.00 |
| Sub-Total | | | | | \$46,000.00 |
| Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Professional Development | | \$3,000.00 |
| 1 | 1 | 17 | Staffing and Resources | | \$165,000.00 |
| 2 | 1 | 1 | Supplemental Pay for Translation | | \$2,000.00 |
| Sub-Total | | | | | \$170,000.00 |
| Special Education | | | | | |

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|-------------|------------------|-----------------|-------------------------|---------------------|----------------|
| 1 | 1 | 16 | | | \$320,000.00 |
| | | | | Sub-Total | \$320,000.00 |
| | | | | Grand Total | \$1,271,200.00 |