

Allen Independent School District
Boyd Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: September 23, 2019

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!

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Comprehensive Needs Assessment

Needs Assessment Overview

A CNA was completed by the campus leadership team and members of the CIP team. Multiple measures of data (Demographics, Student Achievement, School Processes & Programs, and Perceptions) were analyzed and used to guide the development of the objectives and strategies in the CIP. Details of the multiple measures of data, summary of findings, and problem statements can be found in the Needs Assessment portion of the CIP.

Demographics

Demographics Summary

Enrollment Data from 2018-19 Snapshot Date:

Total students 660

- 47% Hispanic-Latino
- 25% White
- 20% Black-African American
- 4% Two or More Races
- 3% Asian
- 71% Economically Disadvantaged
- 41% Limited English Proficient (34% Bilingual Education & 7% ESL)
- 19% Special Education
- 4% Gifted & Talented
- 8% Dyslexia
- 8% Section 504

Staff:

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.

Community:

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.

Demographics Strengths

Staff 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

Community Strengths Include:

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

Problem Statement 3: 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.

Student Academic Achievement

Student Academic Achievement Summary

[Accountability Measures 2018-19](#)

- Domain 1- Student Achievement – 72%
- Domain 2a – Academic Growth – 64%
- Domain 2b – Relative Performance - 75%
- Domain 3 – Closing the Gaps - 68%
- Overall Score – 73%

[Link to Academic Performance Details](#)

ELA/Reading STAAR

- 71% at Approaches (Passing)
- 37% at Meets
- 18% at Masters

Math STAAR

- 79% at Approaches (Passing)
- 45% at Meets
- 25% at Masters

Writing STAAR

- 60% at Approaches (Passing)
- 29% at Meets
- 9% at Masters

Science STAAR

- 47% at Approaches (Passing)
- 20% at Meets
- 8% at Masters

Areas of Needed Growth Based on STAAR Data:

- Reading Academic Achievement and Student Growth
- Writing Academic Achievement and Student Growth
- Science
- TEA has identified Boyd as a campus needing targeted supports and improvement in the White Sub-population. This is considered to be an under performing sub-population based on STAAR data.

K-2nd Grade ISIP Reading Data:

Kinder

- Tier 1 - 66% - Improvement from Previous Year With a 23% Increase of Students at Grade Level.
- Tier 2 - 17%
- Tier 3 - 17%

Kinder Dual Language

- Tier 1 - 82%
- Tier 2 - 14%
- Tier 3 - 4%

First Grade

- Tier 1 - 62% - Improvement from Previous Year With a 5% Increase of Students at Grade Level.
- Tier 2 - 15%
- Tier 3 - 23%

First Grade Dual Language

- Tier 1 - 82% - Improvement from Previous Year With a 35% Increase of Students at Grade Level.
- Tier 2 - 11%
- Tier 3 - 7%

Second Grade

- Tier 1 - 65% - Improvement from Previous Year With a 7% Increase of Students at Grade Level.
- Tier 2 - 15%
- Tier 3 - 21%

Second Grade Dual Language

- Tier 1 - 76% - Improvement from Previous Year With a 29% Increase of Students at Grade Level.
- Tier 2 - 12%
- Tier 3 - 12%

Student Academic Achievement Strengths

Academic Achievement Based on STAAR Data:

- Met Target in the Following Categories and Sub-populations in Reading: Hispanic, English Language Learners
- Met Target in the Following Categories and Sub-populations in Math: Hispanic, Economically Disadvantaged, English Language Learners

Student Growth Based on STAAR Data:

- Met Target in the Following Categories and Sub-populations in Math: All Students, African Americans, Hispanic, White, Economically Disadvantaged, English Language Learners, Special Education.

Student Success Based on STAAR Data:

- Met Target in the Following Categories and Sub-populations: Economically Disadvantaged, English Language Learners, and Hispanic Sub-populations

English Language Learners Based on STAAR & TELPAS Data::

- Met Target in Academic Achievement in ELA and Math
- Met Target in Academic Growth in Math
- Met Target in Proficiency Progress Measures (TELPAS)

Summary of Student Performance (Meets and Masters Levels):

- STAAR Reading Reflected Improved Scores for the Grade Level Based on STAAR Scores in the following grades: 3rd, 4th
- STAAR Math Reflected Improved Scores for the Grade Level Based on STAAR Scores in the following grades: 4th, 5th, 6th

Areas of that Reflected Growth from Previous Year:

- STAAR Reading Reflected Increased Growth for Students Based on STAAR Scores in the following grades: 4th and 5th Grade Spanish
- STAAR Math Reflected Increased Growth for Students Based on STAAR Scores in the following grades: 4th, 5th, and 6th

K-2nd Grade Reading Data (ISIP):

- K-2nd Grades reflected an increase in the number of students in K-2nd at or above grade levels (Tier 1)
- K-2nd Grade Dual Language classes reflect substantial gains.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 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.

Problem Statement 2: Teachers must have a higher level of skill-set when working with our students. This requires years of training and practice to become a master teacher. **Root Cause:** High levels of staff turnover from burn-out results in having to re-train new staff. This requires time, and some teachers experience a steep learning curve during their first year at Boyd.

Problem Statement 3: 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.

School Processes & Programs

School Processes & Programs 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.

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.

School Processes & Programs 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
- CHAMPs, Community Circles, and SEL
- 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
- 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 School Processes & Programs 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: Teachers must have a higher level of skill-set when working with our students. This requires years of training and practice to become a master teacher. **Root Cause:** High levels of staff turnover from burn-out results in having to re-train new staff. This requires time, and some teachers experience a steep learning curve during their first year at Boyd.

Problem Statement 3: 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.

Perceptions

Perceptions 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 diligently to establish a culture that believes that brightening our minds and growing as leaders truly helps students build their future.

Perceptions 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

Problem Statements Identifying Perceptions 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).

Priority Problem Statements

Problem Statement 1: 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 1: 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.

Problem Statement 1 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 2: 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 2: 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.

Problem Statement 2 Areas: Demographics - Student Academic Achievement

Problem Statement 3: Teachers must have a higher level of skill-set when working with our students. This requires years of training and practice to become a master teacher.

Root Cause 3: High levels of staff turnover from burn-out results in having to re-train new staff. This requires time, and some teachers experience a steep learning curve during their first year at Boyd.

Problem Statement 3 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 4: Students need tools to handle frustrations, build friendship, and become proactive in dealing with challenges instead of reactive.

Root Cause 4: 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 4 Areas: Perceptions

Problem Statement 5: 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 5: Some students have had traumatic experiences and chronic stress caused by not having their basic needs met (food, clothing, home, and safety).

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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 and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

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

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:





Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers and paraprofessionals will use research based resources to provide quality instruction, interventions, and enrichment opportunities.	2.4, 2.5	Campus Administrators Classroom Teachers Instructional Coaches	Using resources that have been proven effective will yield higher levels of growth for students.				
	Funding Sources: Local Funds - 20000.00, Title II - 75000.00						
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Professional development on the integration of all 4 language domains (listening, speaking, reading, and writing) across content areas will be provided.	2.6	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 - 5000.00						
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) 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.	2.4, 2.5, 2.6	Teachers Campus Administrators Instructional Coaches	Increasing the collective capacity of teachers through collaboration will result in improved instruction and student academic success.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 4) Job embedded professional development (learning walks with feedback, modeling of instructional practices, data analysis and planning support) will be provided by instructional coaches.	2.4, 2.5	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			
TEA Priorities Improve low-performing schools 5) 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			
TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers 6) Implementation of Project Based Learning science classes in grades 3rd-6th. Implementation includes training and staff mentoring/coaching.	2.5	Campus Administrators 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			
7) 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.		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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 8) Students that are identified as academically below grade level will be provided an opportunity to attend an additional before or after school tutoring weekly.	2.6	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 - 26000.00						
TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 9) Provide supplemental learning experiences and services for special education students to support individual learning needs.	2.4, 2.6	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 - 457000.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 10) Intervention block will support the needs of Tier 2 and Tier 3 RtI students without disruption to their Tier 1 instruction.	2.6	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						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 11) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	2.4, 2.5, 2.6	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 - 300000.00, Title III EL - 4000.00, Title III - 75000.00			
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 12) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	2.4, 2.5, 2.6	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 - 703000.00			
ESF Levers Lever 5: Effective Instruction 13) Provide supplemental learning experiences for Gifted and Talented students promoting higher order thinking and academic achievement.	2.5	Campus Administrators GT Teacher					
			Funding Sources: Gifted/Talented - 32000.00				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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 2: Boyd Elementary will implement a campus-wide socio-emotional plan that includes using CHAMPS expectations, daily community circle lessons, weekly SEL lessons, and a focus on College and Career goal setting. This plan will result in a reduction of office referrals and an increase in positive behaviors, leadership skills, and improved citizenship.

Evaluation Data Source(s) 2: Discipline Office Referral

Community Circle Lesson Plans\

SEL Lessons

CHAMPS Charts





Classroom Observations

No Excuses University Systems

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>1) The Behavior Specialist and Counselor will provide support to students in crisis and will provide small group lessons for students struggling with developing social skills.</p>	2.6	Campus Administrators Behavior Specialist Counselor	Providing immediate crisis support will reduce classroom disruptions and provide emotional stability for the child in crisis.				
Funding Sources: Title I - 57000.00							
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>2) CHAMPS expectations are implemented schoolwide throughout the year. Implementation includes training for staff.</p>		Campus Administrators Classroom Teachers Cafeteria Monitors Paraprofessionals	A common language with a systemic approach to discipline will result in consistency and improved student behaviors.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 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 learning.				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 4) Weekly SEL lessons and daily community circle lessons will be provided in every classroom.	2.5	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.				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 5) Supplemental Administrative Support will be provided for students and teachers to help with behavior management and behavior implementation plans.	2.4, 2.5, 2.6	Campus Principal	Lesson office referrals and increase time on task in classrooms.				
Funding Sources: Title I - 75000.00							
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 6) Development and Implementation of No Excuses University Systems (Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management, Interventions).	2.4, 2.5, 2.6						
Funding Sources: Local Funds - 6000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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 3: Boyd Elementary and Allen ISD will implement strategies that will result in recruiting highly qualified staff and equipping teachers through professional development and job embedded coaching from both campus and district staff.

Evaluation Data Source(s) 3: PLC Minutes

Stipends

Supplemental Pay

Professional Development

Minutes from Meetings with Learner Services

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Stipend provided to all teaching staff.</p>	2.5	Human Resources Campus Administrators	Increase in the recruitment of highly qualified staff.				
Funding Sources: Local Funds - 260000.00							
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 2) Five additional professional development days provided for all Boyd teachers in August.</p>	2.5, 2.6	Human Resources Campus Administrators Learner Services	Staff will be better equipped to meet the needs of the students. This will result in improved classroom behaviors and academic growth.				
Funding Sources: Local Funds - 86000.00							
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 3) Development of a strategic plan for professional development support from Learner Services.</p>	2.5	Campus Administrators Instructional Coaches Learner Services	Targeted strategies for staff development will result in teachers that are equipped to meet the needs of the students. This will result in improved classroom behaviors and academic growth.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May

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 Sheet

Events


Volunteers Sign-in

Watch D.O.G.S Participation

Parent Education Participation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>ESF Levers Lever 3: Positive School Culture 1) Bilingual communication will be sent home and provided at all parent meetings or events. Information will include information regarding academic and support programs, events and community involvement opportunities, Title 1, Parent and Family Engagement Policy, and Parent Education Classes.</p>	3.1, 3.2	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. Parents will be informed regarding programs and opportunities for parental involvement.				
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 2) Resources will be made available to parents, monthly parent engagement events will be planned and coordinated by the Care Coordinator, Counselor, Campus Administrators, and PTA.</p>	3.2	Campus Administrators CARE Coordinator Counselors PTA Board	Increasing parental involvement will result in a stronger school/home partnership.				
Funding Sources: Title I - 35000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 3) Volunteer training, community member recruiting events, and seeking resources for the students and families will be coordinated and facilitated by the CARE Coordinator.	3.1, 3.2	Campus Administrators CARE Coordinator	Increasing parental involvement and providing needed resources will result in a stronger school/home partnership.				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 4) Parent education classes will be provided and child care will be made available during the classes.	3.1, 3.2	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, Bilingual - 200.00							
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 5) Monthly recognition and quarterly celebrations of student achievement will be planned and coordinated by the school counselor and campus administrators.	3.2	Campus Administrators Counselor	Increasing parental involvement will result in a stronger school/home partnership.				
Funding Sources: Local Funds - 1000.00							
							





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 partner with other campuses and district staff to support the successful implementation of programs on campus.

Evaluation Data Source(s) 1: Minutes of Meetings
Communication
Systems

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 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.</p>	2.4	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.				
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 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.</p>	2.4	Campus Administrators Federal Programs Director Bilingual Instructional Specialist	Collaboration will result in effective use of resources and implementation of federal programs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 3) Collaboration meeting between the campus administrator, Assistant Superintendent of Learner Services, and Content Coordinators to develop, implement, and monitor a curriculum and instructional plan that is supported by professional development provided by district Instructional Specialists and coaches.	2.5	Campus Administrators Assistant Superintendent of Learner Services Content Coordinators Instructional Specialist Instructional Coaches	Collaboration will result in effective use of resources and effective implementation of curriculum.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A CNA was completed by the campus leadership team and members of the CIP team. Multiple measures of data (Demographics, Student Achievement, School Processes & Programs, and Perceptions) were analyzed and used to guide the development of the objectives and strategies in the CIP. Details of the multiple measures of data, summary of findings, and problem statements can be found in the Needs Assessment portion of the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP team consists of campus administrators, teachers, non-teaching staff, parents, community members, business partners, and district administrators. A list of committee members can be found in the Committee section of the CIP.

2.2: Regular monitoring and revision

Evidence is collected throughout the school year, and the Campus Improvement Team reviews the progress on each strategy quarterly.

2.3: Available to parents and community in an understandable format and language

The CIP is posted on the Boyd and district web page in both English and Spanish.

2.4: Opportunities for all children to meet State standards

The following CIP strategies provide opportunities for all children to meet the State Standards:

- Goal 1: Objective 1: Strategies #: 1, 3, 4, 9, 11, 12
- Goal 1: Objective 2: Strategies #: 5, 6
- Goal 3: Objective 1: Strategies #: 1, 2

2.5: Increased learning time and well-rounded education

The following CIP strategies provide opportunities for increased learning time and a well-rounded education:

- Goal 1: Objective 1: Strategies #: 1, 3, 4, 6, 11, 12, 13
- Goal 1: Objective 2: Strategies #: 4, 5, 6
- Goal 1: Objective 3: Strategies #: 1, 2, 3
- Goal 3: Objective 1: Strategies #: 3

2.6: Address needs of all students, particularly at-risk

The following CIP strategies address the needs of all students, particularly those at-risk:

- Goal 1: Objective 1: Strategies #: 2, 3, 8, 9, 10, 11, 12
- Goal 1: Objective 2: Strategies #: 1, 5, 6
- Goal 1: Objective 3: Strategies #: 2

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following CIP strategies provide opportunities for the development and distribution of Parent and Family Engagement Policy:

- Goal 2: Objective 1: Strategies #: 1, 3, 4

3.2: Offer flexible number of parent involvement meetings

The following CIP strategies provide opportunities for Parent and Family Engagement meetings:

- Goal 2: Objective 1: Strategies #: 1, 2, 3, 4, 5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cathryn Hosey	Intervention Teacher	Title 1	1
Cindy Woolum	Behavior Specialist	Title 1	1
Jacqueline Mercer	Assistant Principal	Title 1	1
Marisol Puterbaugh	CARE Coordinator	Title 1	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Judith Coffman	Principal
Administrator	Wendy Williams	Assistant Principal
Administrator	Jacqueline Lara Mercer	Assistant Principal
Parent	Trina Harmeson	PTA President
Parent	Talle Gomez	Bilingual Program Parent
Community Representative	Cindy Capes	Allen Resident
Community Representative	Shane Jones	Allen Resident
Business Representative	George Hedary	Hedary's Restaurant Owner
Business Representative	Ryan McCauley	Horace Mann Rep.
District-level Professional	Abigail Hobart	Federal Programs Director
Non-classroom Professional	Maria Gonzales	Bilingual Program Facilitator
Non-classroom Professional	Patricia Chavez	Counselor
Paraprofessional	Marisol Puterbaugh	C.A.R.E Program Facilitator
Classroom Teacher	Carmen Mendoza	Kinder Teacher
Classroom Teacher	Nicole Asch	1st Grade Teacher
Classroom Teacher	Jennifer Hill	2nd Grade Teacher
Classroom Teacher	Adriana Albina	3rd Grade Teacher
Classroom Teacher	Angela Berry	4th Grade Teacher
Classroom Teacher	Kenia Wittgow	5th Grade Teacher
Classroom Teacher	Melinda McClelland	6th Grade Teacher
Classroom Teacher	Amanda Hudson	SSI Teacher
Classroom Teacher	Amanda Valadez	4th Grade Teacher

Committee Role	Name	Position
Classroom Teacher	Ashley Bievenour	Kinder Teacher
Classroom Teacher	Gilda (Liz) Michelena	1st Grade Teacher
District-level Professional	Kim McLaughlin	Executive Director of Student Services & District Coordinator of School Improvement (DCSI)

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Supplemental Pay		\$26,000.00
Sub-Total					\$26,000.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Resources and Staffing		\$703,000.00
Sub-Total					\$703,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental Staff		\$65,000.00
1	1	6	Staff Development Fees and Contracts		\$10,000.00
1	1	10	Supplemental Staffing		\$57,000.00
1	2	1	Supplemental Staffing		\$57,000.00
1	2	5	Supplemental Staffing		\$75,000.00
2	1	2	Supplemental Staffing		\$35,000.00
2	1	4	Child Care & Snacks		\$200.00
Sub-Total					\$299,200.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Materials		\$15,000.00
1	1	1	Staff Development Fees, Contracts, Registration, and Travel Expenses		\$5,000.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Resources, Assemblies, and Field Trip Fees		\$6,000.00
1	2	6	Professional Development Fees, Registration, Contract, and Travel Cost		\$6,000.00
1	3	1	Supplemental Stipends		\$260,000.00
1	3	2	Payroll for Supplemental Professional Development Work Days		\$86,000.00
2	1	5	Certificates, Rewards, and Snacks		\$1,000.00
Sub-Total					\$379,000.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Staff Support for Teacher Development		\$75,000.00
1	1	4	Supplemental Staff		\$67,000.00
Sub-Total					\$142,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental Staff		\$65,000.00
1	1	11	Supplemental Staff to support language programs and development of teachers serving English Learners.		\$75,000.00
Sub-Total					\$140,000.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Resources and Staffing		\$32,000.00
Sub-Total					\$32,000.00
Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Staff Development Fees, Contracts, Registration, and Travel Expenses		\$5,000.00

Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Resources and Staffing		\$300,000.00
2	1	4	Child Care & Snacks		\$200.00
Sub-Total					\$305,200.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Resources and Staffing		\$457,000.00
Sub-Total					\$457,000.00
Title III EL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Resources		\$4,000.00
Sub-Total					\$4,000.00
Grand Total					\$2,487,400.00