

Allen Independent School District
Boyd Elementary
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

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

It all starts NOW!

Value Statement

Our beliefs directly impact our culture.

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As the second elementary school built in Allen, Boyd has a rich history within their demographics. Established in 1978 and growing ever since, Boyd Elementary has 640 students that range from kindergarten to sixth grade. Boyd is the only bilingual campus in Allen, and we proudly serve 251 bilingual students in a dual language program. The campus demographics are comprised of 2% Asian, 23% White, 18% African American, 53% Hispanic/Latino, 3% Two-or-More Races, and less than 1% American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The school's student groups included 4% Gifted and Talented (K-6), 18% Special Education, 65% At-Risk, 44% Limited English Proficient (LEP), and 66% Economically Disadvantaged.

Our mobility rate has gone up. We have had 91+ students join our school since the beginning of the 2020-2021 school year. Students come from different Allen schools, different cities, states and countries. Being the only bilingual school, we get the newcomers from Spanish speaking countries whose children will benefit from being in the bilingual program.

ESL, Care Coordinator, SIT Coordinator, Behavior Specialist, Counselor, all help with new students and making sure that they are placed in the right areas and monitor their progress

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 Achievement

Student Achievement Summary

2021-2022 Overall STAAR Performance

		Approaches	Meets	Masters
Reading	3	65.62%	40.62%	15.62%
	4	52.78%	23.61%	6.94%
	5	64.1%	30.77%	16.67%
	6	59.8%	26.47%	10.78%
Math	3	57.75%	16.9%	5.63%
	4	45.83%	25%	12.5%
	5	52.56%	24.36%	11.54%
Writing	6	78.43%	50%	24.51%
	4	40.85%	23.94%	4.23%
Science	5	50%	10.26%	2.56%

2020-2021 Overall STAAR Performance

		Approaches	Meets	Masters
Reading	3	64%	38%	12%
	4	63.33%	26.67%	5%
	5	67.16%	32.84%	19.40%
	6	59.80%	26.47%	10.78%
Math	3	60.78%	19.61%	7.84%
	4	47.69%	27.69%	10.77%
	5	57.35%	27.94%	13.24%
Writing	6	78.43%	50%	24.51%
	4			
Science	5	53.62%	11.59%	2.90%

Student Achievement Strengths

- STAAR 6th Math Approaches, Meets, and Masters

- STAAR 5th Reading Meets and Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Boyd has relatively low percentages of students scoring within the Masters range for most STAAR grades and subjects. **Root Cause:** Lack of dedicated intervention time to provide Tier 2 and 3 instruction specific to students' gap and high leverage TEKS.

Problem Statement 2: Student overall performance in Reading and Math is relatively low across all grade levels. **Root Cause:** There is a need at Boyd to increase the effectiveness of the ELA/SLA Literacy Block and the Math Workshop Model.

School Culture and Climate

School Culture and Climate Summary

A BOY staff survey was administered by the new principal in May, 2021. The survey indicated common trends across strengths and areas for improvement. A survey was also administered to parents, but there was minimal participation.

School Culture and Climate Strengths

Common trends in strengths were reported in the following areas:

- Collaboration
- Positive Atmosphere
- Hard Working
- PLCs/Planning
- Relationships
- Administrative Support
- Growth

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Persistent misbehavior and overall behavior were common areas noted for improvement. **Root Cause:** Boyd students need a dedicated time for SEL on a daily basis. Common routines and procedures need to be established across all common areas

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Boyd currently has 19 new staff members. Ongoing training of new-to-Boyd staff will be a priority this school year. We provide mentors for new to professional teachers, buddies for new-to-Boyd staff, and targeted staff development on PLC with administrative support. District level new teacher training is held each semester, and monthly meetings with new staff are held at the campus level. Instructional Coaches assist in instructional planning, staff development and coaching individual teachers. Extended Learning for teachers has been developed in coordination with Counselor, Library Media Specialist, SSI staff, to work with students as their teachers work more in depth with Instructional Coaches and District Instructional Specialists as well as campus administrators. Training in priority areas, such as SEL, Literacy, and the Math Workshop Model will be provided at the beginning of the year, and staff will continue that learning throughout the year.

Staff Quality, Recruitment, and Retention Strengths

- 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 has 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: Boyd has a high turnover rate, especially this school year. **Root Cause:** Increased turnover was expected with a new principal, but we feel COVID also contributed to some staff members leaving the field of education. Also, Boyd's unique population may not be viewed as a strength and a long term commitment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Team leaders provide feedback to administrators based on team information. All staff members have an opportunity to participate in the development of class lists and the master schedule. Feedback surveys are acquired throughout the year to identify areas for professional development. Library and technology surveys also provide valuable information in making systemic decisions. The master schedule is designed to provide large uninterrupted blocks of time for content areas. Intervention block is designed to reduce pull-out of programs during core instructions. Tutoring is provided before and after school 2x per week. DIVE Quest is a Saturday enrichment program intended to enrich the learning of students. Clubs (Robotics, Cooking, Art, Bluebonnet Books, Student Council, Boys and Girls Club) are provided each week. Maker Space has been implemented this year to connect literacy to the engineering process. Teachers are provided additional learning and planning time through our Extended Planning Days each month.

Goals, performance objectives and strategies are communicated at the beginning of the school year. The leadership team (ILT) and the CIT meet quarterly to review progress. Progress is identified for each strategy.

Multiple measures of data analyzed at district and campus level. Based on the data and research, a multiyear strategic plan was developed. A new strategic plan is being developed with the support of Engage 2 Learn.

Curriculum, Instruction, and Assessment Strengths

We have several programs that meet the educational needs of our diverse student population. Dual language instruction/ ESL, Special Education, SSI, Gifted/ Talented, and Maker Space support the educational needs of children working to learn the English language, students with disabilities, and our gifted population. Bilingual and ESL programs address the affective, linguistic, and cognitive needs of English learners.

- K-5 monthly makerspace co-taught with LMS and teacher
- 3-6 weekly STEAM lessons co-taught with instructional coach and teacher
- K-6 maker tubs available in classrooms for enrichment
- K-6 yearly visits to STEAM center

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Due to some economic situations of our parents as well as their own personal history of school challenges, a significant number of Boyd families do not come to the campus to support students, whether through their own student intervention meetings, or attend specifically designed parent engagement meetings. Our big campus-wide celebrations, such as Hispanic Heritage Celebration, Black History Celebration, Holidays Around the World are well attended. However, Boyd struggles with PTA membership and retaining active PTA Board members. Each year, a few loyal parents step in to assist, but then quickly burn out after doing the jobs of multiple positions simultaneously. We are making positive growth in our WatchDog program and having Big Brothers Big Sisters step in to mentor individual students. We would like to continue and increase our community partnerships to help not only our students, but their families as well. Considerations for reaching out to parents to help them be aware of opportunities for their students as well as themselves are being discussed, such as walks through the neighborhoods with pamphlets, gatherings such as Muffins with Mom or Donuts with Dads. We know that conventional meetings have not been working, but we need to continue to build relationships and partnerships with our staff and families.

Parent and Community Engagement Strengths

- Attendance at "fun" community events
- Growth with Watch Dogs and Big Brother/Sister

Problem Statements Identifying Parent and Community Engagement Needs

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

Technology

Technology Summary

The 2020-2021 school year greatly increased teachers' and students' knowledge of using technology in a meaningful way for instruction and learning. All students have access to a device and Allen provides multiple sources for teachers and students.

- We have strong systems and processes in place that maximize learning for students. Staff is provided professional learning opportunities to increase their capacity to meet the needs of students.
- We need to identify different structures to acquire feedback from staff that will allow all to have a voice in decision making.
- We need further integrated technology opportunities across content areas.
- We need further opportunities for all students to enrich their learning in STEAM areas.

Technology Strengths

We have strong systems and processes in place that maximize learning for students. Staff is provided professional learning opportunities to increase their capacity to meet the needs of students.

- 2 computer labs
- 1:1 student chromebooks
- K-6 vertical alignment document
- K-2nd technology pacing guide with example lessons
- Seesaw is used K-3rd and Google Classroom is used 4th-6th
- Istation, Razkids, Prodigy, Imagine Math, DS Apps for numeracy, iPad Apps for Phonics, Flipgrid

Problem Statements Identifying Technology Needs

Problem Statement 1: Students have limited opportunities to engage in problem solving and use 21st Century Skills across content areas. **Root Cause:** Students have limited opportunities to use technology as producers.

Problem Statement 2: Students have limited access at home to the internet and devices to continue their learning beyond the school setting. **Root Cause:** Students have limited life experiences outside of the school setting to build on new knowledge.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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





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

Targeted or ESF High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Design a calibration system for observation and feedback for all stakeholders, aligned to the components of the ELA/SLA Literacy Block and Math Block.</p> <p>Strategy's Expected Result/Impact: The quality of instruction in literacy and math will increase, directly impacting student learning and achievement.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Supplemental Staff (Assistant Principal) and Materials - Title 1-Part A - \$85,000</p>	Formative			Summative
	Sept	Dec	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a coherent sequence of professional learning opportunities aligned to the components of the ELA Literacy Block and Math Workshop best practices.</p> <p>Strategy's Expected Result/Impact: Professional learning will increase teachers' knowledge, which will increase the effectiveness of instruction, students learning, and achievement.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and teaching staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Supplemental Staff (Instructional Facilitator) and Materials - Title II - \$78,000, Supplemental Staff (Instructional Coach) and Materials - Title 1-Part A - \$65,000</p>	Formative			Summative
	Sept	Dec	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Refine and expand intervention instruction focusing on closing foundational skill gaps.</p> <p>Strategy's Expected Result/Impact: Improved Tier 2 and 3 instruction, which will close learning gaps and improve student achievement.</p> <p>Staff Responsible for Monitoring: Administrators, SSI teachers and teacher assistants, all classroom teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Supplemental Staff (Intervention Teacher and Support Paraprofessional) - Title 1-Part A - \$100,000</p>	Formative			Summative
	Sept	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Targeted or ESF High Priority


HB3 Goal


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


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

Staff Responsible for Monitoring: Administrators, SSI teachers and teacher assistants, all classroom teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Targeted or ESF High Priority


HB3 Goal


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


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

Staff Responsible for Monitoring: Administrators, SSI teachers and teacher assistants, all classroom teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

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

Targeted or ESF High Priority

Evaluation Data Sources: Retention Data
TTESS





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

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

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

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a DAILY SEL schedule that includes all components of the Second Step Curriculum Program.</p> <p>Strategy's Expected Result/Impact: Increase students ability to recognize, respond to, and regulate emotions.</p> <p>Staff Responsible for Monitoring: All staff members.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Dec	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supplemental support and training to help teachers focus on improving student's ability to control their feelings/emotions by utilizing best practice strategies.</p> <p>Strategy's Expected Result/Impact: Increase teachers' abilities to support students ability to recognize, respond to, and regulate emotions using best practice strategies.</p> <p>Staff Responsible for Monitoring: Administrators, Behavior Coach</p> <p>Funding Sources: Supplemental Staff (Behavior Coach) and Resources - Title 1-Part A - \$68,000</p>	Formative			Summative
	Sept	Dec	Mar	May
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



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

Performance Objective 1: The percentage of Third Grade students who score Meets Grade Level or above on STAAR Reading will increase from 36% to 60% by 2024.

Targeted or ESF High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p>Strategy's Expected Result/Impact: Improved literacy skills across all grade levels.</p> <p>Staff Responsible for Monitoring: All instructional staff members.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - Early Education: State Allotment - \$106,063</p>	Formative			Summative
	Sept	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 40% to 60% by 2024.

Targeted or ESF High Priority

HB3 Goal





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

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

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

Targeted or ESF High Priority

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Create activities that attract all Boyd's community. Strategy's Expected Result/Impact: Increased student academic achievement and emotional well being due to stronger school-home connections and relationships. Staff Responsible for Monitoring: All staff members Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: Supplemental Staff (Care Coordinator) and Parent & Family Engagement activities - Title 1-Part A - \$50,000</p>	Formative			Summative
	Sept	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Increased enrichment opportunities for all students.</p> <p>Staff Responsible for Monitoring: Campus administrators, AIM Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - GT Allotment - \$33,556</p>	Formative			Summative
	Sept	Dec	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide learning experiences and services for special education students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement across all student populations.</p> <p>Staff Responsible for Monitoring: Special education and general education teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - Special Education: State Special Allotment - \$592,025</p>	Formative			Summative
	Sept	Dec	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and graduation rates.</p> <p>Staff Responsible for Monitoring: All instructional staff members.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - Comp Ed: State Special Allotment - \$230,572</p>	Formative			Summative
	Sept	Dec	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental learning experiences for Emergent Bilingual Students promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement and social/emotional learning for emergent bilingual students.</p> <p>Staff Responsible for Monitoring: All instructional staff and dual language teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Supplemental Staff (EL Facilitator) and Materials - Title 1-Part A - \$76,000</p>	Formative			Summative
	Sept	Dec	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Dyslexia Therapist, Bilingual Interventionist, Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - Dyslexia: State Allotment - \$44,725</p>	Formative			Summative
	Sept	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$106,063.00
Sub-Total					\$106,063.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	5			\$44,725.00
Sub-Total					\$44,725.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	3			\$230,572.00
Sub-Total					\$230,572.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2			\$592,025.00
Sub-Total					\$592,025.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental Staff (Instructional Facilitator) and Materials		\$78,000.00
Sub-Total					\$78,000.00
Title 1-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Staff (Assistant Principal) and Materials		\$85,000.00
1	1	2	Supplemental Staff (Instructional Coach) and Materials		\$65,000.00
1	1	3	Supplemental Staff (Intervention Teacher and Support Paraprofessional)		\$100,000.00
2	1	2	Supplemental Staff (Behavior Coach) and Resources		\$68,000.00
3	3	1	Supplemental Staff (Care Coordinator) and Parent & Family Engagement activities		\$50,000.00
3	4	4	Supplemental Staff (EL Facilitator) and Materials		\$76,000.00

Title 1-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$444,000.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1			\$33,556.00
Sub-Total					\$33,556.00
Grand Total					\$1,528,941.00

Addendums