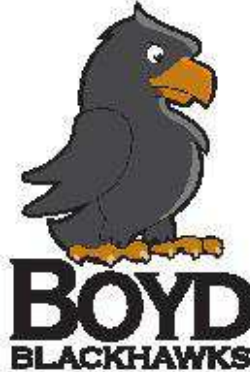


Allen Independent School District
Boyd Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

Boyd Elementary School Mission

Brightening our Minds, Building our Future. It all starts NOW!

Vision

Boyd Elementary School Vision Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alton Boyd Elementary is a 30 year old K-6th grade Title 1 campus in Allen ISD that was renovated in 2014. Although this Campus Improvement Plan focuses on the 2016-2017 school year, the demographic information comes from information available in August 2016. August enrollment shows that 685 students are enrolled. Alton Boyd houses the Bilingual students from K-6 for Allen ISD. The campus student groups are White are 31%, African American 21% while the Hispanic population continues to increase slightly at 41%.

The 19.6% student mobility rate for Alton Boyd Elementary is above the state average of 18%. The overall homeless status was 2.05%. The attendance rate for 2015-2016 was 97.1%

At Alton Boyd Elementary, 37% of students are English Language Learners (ELLs), 5.55% Gifted and Talented, and 11.97% are in Special Education. Additionally, 66% are economically disadvantaged, 63% are identified as at-risk. The Bilingual program consists of about 213 students in K-6th. Alton Boyd Elementary strives to keep all class sizes at an average of 19:1 ratio which is below the district and state average.

Demographics Strengths

Alton Boyd Elementary has many strengths. Some of the most notable demographics strengths include:

- The average class size from K-6 is a 19:1 ratio which below the district and state average/requirement.
- The expenditure per student is \$7,785 per student which is above the district average in the areas of total operating expenditures and Instruction.
- The attendance rate of 97% continues to stay within the campus and district target of 95% or higher.
- Alton Boyd Elementary houses the Bilingual program for the district and serves about 213 students K-6. The language development of these students in both languages continues to increase.
- Alton Boyd Elementary ranked 21st out of 50 comparable schools for Closing Performance Gaps.

- Alton Boyd Elementary met all 4 Accountability Ratings.
- 3 System Safeguards that were not met in 2014-2015 increased.
- Special Education Reading Performance increased from 27% to 38%.
- Hispanic Science Performance increased from 59% to 81%.
- Economically Disadvantaged Science increased from 54% to 63%.
- Alton Boyd Elementary increased in 18 out of 28 data points on passing rates on the 2016 campus STAAR results.

Demographics Needs

The following demographic needs are listed in order of importance:

1. Enrollment data indicates that the Economically Disadvantaged student groups at Boyd of 66% continues to be well above the district average.
2. Based on the 2016 STAAR Performance and System Safeguard target indicators, Special Education Reading, Special Education Math and Science-African American students performed below the State of Texas Performance Standard of 60%. The root cause is the lack of exposure to real world experiences, academic vocabulary and background schema our students have acquired.
3. The latest campus report shows the mobility rate increased from 13.5% to 19.6% in one year. The root cause is not yet identified.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Alton Boyd Elementary met these targets:

Index 1 - Student Achievement- Alton Boyd Elementary Score: 77 (state target score = 60)

Index 2 - Student Progress- Alton Boyd Elementary Score: 39 (state target score =30)

Index 3 - Closing Performance Gaps- Alton Boyd Elementary Score:40 (state target score = 28)

Index 4 - Post-Secondary Readiness- Alton Boyd Elementary Score 33 (state target score = 12)

These scores result in Alton Boyd Elementary receiving a 2016 Texas Accountability Met Standard rating. The campus did not earn any distinctions.

On the 2016 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

All Subjects - 72% (State 77% and District 78%)

Reading - 76% (State 76% and District 84%)

Math -75% (State 78% and District 93%)

Writing - 69% (State 72% and District 88%)

Science - 60% (State 78% and District 88%)

Based on 2016 TEA Accountability Summary, Alton Boyd met all 4 index areas.

On the STAAR assessment 2016:

3rd Grade Reading- 75% passing rate (74% in 2015)

3rd Grade Math- 82% passing rate (82% in 2015)

4th Grade Reading- 74% passing rate (70% in 2015)

4th Grade Math- 76% passing rate (70% in 2015)

4th Grade Writing- 72% passing rate (71% in 2015)

5th Grade Reading- 79% passing rate (79% in 2015)

5th Grade Math- 80% passing rate (69% in 2015)

5th Grade Science- 64% passing rate (59% in 2015)

6th Grade Reading- 65% passing rate (69% in 2015)

6th Grade Math- 73% passing rate (77% in 2015)

Our focus for the campus is to look at the variance between the scores among student groups. Below are the 2016 STAAR scores listed by grade:

3rd Reading-White 81%, African American 54%, Hispanic 76%, Special Education 58%, Economically Disadvantaged 74%

3rd Math- White 89%, African American 54%, Hispanic 89%, Special Education 67%, Economically Disadvantaged 78%

4th Reading- White 76%, African American 70%, Hispanic 72%, Special Education 40%, Economically Disadvantaged 71%

4th Math- White 73%, African American 70%, Hispanic 77%, Special Education 30%, Economically Disadvantaged 77%

4th Writing- White 80%, African American 70%, Hispanic 64%, Special Education 20%, Economically Disadvantaged 69%

5th Reading- White 83%, African American 63%, Hispanic 79%, Special Education 31%, Economically Disadvantaged 72%

5th Math- White 90%, African American 70%, Hispanic 91%, Special Education 62%, Economically Disadvantaged 82%

5th Science- White 69%, African American 36%, Hispanic 82%, Special Education 33%, Economically Disadvantaged 62%

6th Reading- White 70%, African American 46%, Hispanic 67%, Special Education 28%, Economically Disadvantaged 56%

6th Math- White 81%, African American 54%, Hispanic 75%, Special Education 39%, Economically Disadvantaged 68%

Student Achievement Strengths

Alton Boyd Elementary made strides this year in the following areas:

Overall Averages-English/Spanish:

4th Reading increased from 70% passing to 74% passing.

4th Math increased from 70% passing to 76% passing.

4th Writing increased from 71% passing to 72% passing.

5th Math increased from 69% passing to 80% passing.

5th Science increased from 59% passing to 64% passing.

English/Spanish Breakup:

3rd Spanish Reading from 65% passing to 80% passing.

3rd Spanish Math from 81% passing to 93% passing.

4th English Reading from 70% passing to 80% passing.

4th English Math from 70% passing to 83% passing.

4th English Writing from 71% passing to 80% passing.

4th Spanish Writing from 45% passing to 61% passing.

5th English Reading from 68% passing to 78% passing.

5th English Math from 69% passing to 80% passing.

6th English Math from 77% passing to 83% passing.

Student Achievement Needs

Alton Boyd Elementary did not meet all System Safeguards for 2015-2016 and fell below the state recommendation of 60% in the following areas:

Reading-Special Education Students 38% passing

Science-African American Students 38% passing

Math-Special Education Students 50% passing

Therefore, we will increase intervention, inclusion and pullout time to build academic vocabulary, background schema/knowledge and problem solving strategies to increase individual reading and math levels and the understanding of grade level science content.

School Culture and Climate

School Culture and Climate Summary

Boyd Elementary is one of the oldest elementary schools in Allen ISD. 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. Our campus has worked hard to establish a culture that believes that brightening our minds 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. 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 are proud of our diversity and celebrate the various social and cultural differences that make our campus unique.

School Culture and Climate Needs

Boyd Elementary faculty and staff are committed to supporting a culture that values continuous improvement in all aspects of the campus and learning environment. Following are several areas that were identified as targets for improvement:

- Discipline referrals will decrease by implementing Learning Community Mondays and Professional Learning Communities with a focus on Behavior Strategies, Conscious Discipline and CHAMPS to promote positive behavior and decrease disciplinary referrals and respect between students-teachers/students-students.
- Staff to build capacity in teachers to reduce loss of instructional time due to problem behaviors and office referrals
- WATCH DOGs Program
- Safety Incident Form

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality is an important factor in promoting student success on campus. All teachers and paraprofessionals are 100% highly qualified. Various activities, such as Sunshine Committee Events, are held on campus to promote team building and a family-type atmosphere.

Staff Quality, Recruitment, and Retention Strengths

Boyd Elementary has a low staff turnover rate, and 100% of the staff are highly qualified. Approximately 40% of Boyd teachers have more than five years of teaching experience, and our student/teacher ratio is nearly 15% lower than the state average. The district turnover rate is 11.3% which is five percentage points less than the state turnover rate. A comprehensive staff development plan based on campus or district needs as determined by our data is created yearly to support the effectiveness of each teacher and to better meet the needs of each individual learner.

Staff Quality, Recruitment, and Retention Needs

At Alton Boyd Elementary, we will focus on genuine and meaningful staff recognition and professional development to retain highly qualified staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff will review student assessments in order to provide targeted instruction for improvement. Professional Learning Communities (PLCs) meet weekly to discuss student and teacher needs to promote achievement. Data is used to inform curriculum, instruction, and assessments decisions. 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.

Curriculum, Instruction, and Assessment Strengths

- High level of teaching at performance standard
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Weekly PLCs to review instruction and data led by instructional leadership team
- Small group instruction based on student need
- Structured intervention/enrichment time for all students on a daily basis utilizing highly qualified staff to push into the classroom
- Students receive effective interventions resulting in measurable progress

Curriculum, Instruction, and Assessment Needs

- Analysis of instructional data to drive instruction
- Professional development in the area of strategies for At-Risk students
- Professional development in the area of critical writing strategies

Family and Community Involvement

Family and Community Involvement Summary

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.

Family and Community Involvement Strengths

- Frequent opportunities for parental involvement
- Parent communication is provided in both English and Spanish
- Robust social media presence provides up-to-date information for parents and the community
- Continue Practical Parent Education Night (Fall, Spring)
- Continue Community Fair Night

Family and Community Involvement Needs

- Parental involvement in Site-Based Decision-Making Committee and other campus committees
- Parental awareness of the importance of educational success in college and career readiness
- Parents learn strategies to support their child's success
- Parents included in critical decision-making
- Parental participation rates in school activities

School Context and Organization

School Context and Organization Summary

Boyd Elementary is focused on improving student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers and administrators work together to create goals that target student achievement to meet campus goals.

School Context and Organization Strengths

- Effective support programs to meet individualized instruction needs (AIM, Special Education, Dyslexia, Bilingual and ESL)
- Fidelity to campus requirements for instructional minutes
- Daily intervention and enrichment push in times

School Context and Organization Needs

- Intervention and enrichment push in time
- Time management during classroom instruction
- District-wide initiatives
- Teacher knowledge of and implementation of the Essential 55

Technology

Technology Summary

We will continue to implement the district's technology learning plan. The campus focus for the 2016-2017 school year is digital learning, and our campus goal includes increasing positive student outcomes through the appropriate use of instructional technology.

Technology Strengths

- All classrooms have 5 laptops, 5 iPads, SMART Boards and document cameras.
- In addition, 5th and 6th grade classrooms also have 5 Chromebooks.
- Additional iPad carts and computer carts are available for checkout.
- Our campus has successfully built a culture in which students are accustomed to using technology in their academic work.
- Many instructional software options are available to meet individual student needs.

Technology Needs

- Professional development will increase teachers' ability to fully utilize instructional software data to guide instruction.
- Teachers integrate 21st Century Learning skills into instruction on a daily basis.
- Collaboration to promote digital learning.
- Technology availability for parents.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Study of best practices


Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Alton Boyd Elementary School students will meet State System Safeguards in Special Education Reading and will ensure academic growth in 2016-2017 which was missed in the 2015-2016 school year.

Evaluation Data Source(s) 1: 2016-2017 STAAR, Distinctions earned, System Safeguards

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Special Education students will set target numbers and will be progressed monitored on each campus, district and state assessment.	1, 3, 8, 9	Administrators, Special Education Teachers, Reading Instructional Coach, Bilingual Coach, Intervention Teachers, Teachers, SEI Tutor	CFA's, DRA, LLI, District Benchmark, District Simulation, STAAR, STAARA				
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Special Education students will be provided with intervention, inclusion, after school tutoring and resource time according to their Individual Education Plan to target vocabulary, build schema and reading strategies.	1, 3, 9	Administrators, Special Education Teachers, Reading Instructional Coach, Bilingual Instructional Coach, Intervention Teachers, Teachers, SEI Tutor	CFA's, DRA, LLI, District Benchmark, District Simulation, STAAR, STAARA				
Funding Sources: Local Funds - \$2142.85, Title I - \$2389.28							
							

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 2: Alton Boyd Elementary School students will meet State System Safeguards in Special Education Math and will ensure academic growth in 2016-2017 which was missed in the 2015-2016 school year.

Evaluation Data Source(s) 2: 2016-2017 STAAR, Distinctions earned, System Safeguards

Summative Evaluation 2:

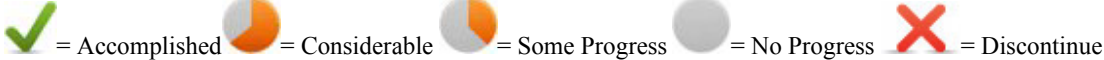
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Special Education students will set target numbers and will be progressed monitored on each campus, district and state assessment.</p>	1, 3, 8, 9	Administrators, Special Education Teachers, Math Instructional Coach, Intervention Teachers, Teachers, SEI Tutor	CFA's, Think Through Math, District Benchmark, District Simulation, STAAR, STAARA				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Special Education students will be provided with intervention, inclusion, after school tutoring and resource time according to their Individual Education Plan to target vocabulary, build schema and math strategies.</p>	1, 3, 9	Administrators, Special Education Teachers, Math Instructional Coach, Intervention Teachers, Teachers, SEI Tutor	CFA's, Think Through Math, District Benchmark, District Simulation, STAAR, STAARA				
Funding Sources: Local Funds - \$2142.85, Title I - \$2389.28							
							

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 3: Alton Boyd Elementary School students will meet State System Safeguards in Science-African American and will ensure academic growth in 2016-2017 which was missed in the 2015-2016 school year.

Evaluation Data Source(s) 3: 2016-2017 STAAR, Distinctions earned, System Safeguards

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) African American students in 5th grade Science will set target numbers and will be progressed monitored on each campus, district and state assessment.</p>	1, 3, 8, 9	Administrators, Special Education Teachers, Science Instructional Coach, Intervention Teachers, Teachers, SEI Tutors	CFA's, District Benchmark, District Simulation, STAAR, STAARA				
Funding Sources: Local Funds - \$1071.42, Title I - \$1194.64							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) African American students will be provided with intervention time and after school tutoring to target vocabulary, build schema and scientific strategies.</p>	1, 3, 9	Administrators, Special Education Teachers, Science Instructional Coach, Intervention Teachers, Teachers, SEI Tutors	CFA's, District Benchmark, District Simulation, STAAR, STAARA				
Funding Sources: Local Funds - \$1071.42, Title I - \$1194.64							
							

Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Alton Boyd Elementary School will maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based in the Fine Arts category.

Evaluation Data Source(s) 1: Exemplary Rating on Local Accountability System Accountability Results

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Alton Boyd Elementary will participate in a minimum of 3 or more related competitions.		Music Teacher, Art Teacher, UIL Coordinator, Teachers, Administrators	UIL participation, Band/Choir/Orchestra competitions.				
2) Alton Boyd Elementary will attend a minimum of 4 field trips related to Fine Arts Performances.		Music Teacher, Art Teacher, UIL Coordinator, Teachers	Field Trips related to Fine Arts Performance				
Critical Success Factors CSF 4		Music Teacher, Art Teacher	Class schedules				
3) Alton Boyd Elementary students will attend more than 90 minutes of art and music instruction per week.							
							

Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 2: Alton Boyd Elementary School will maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based in the Wellness & Physical Fitness category.

Evaluation Data Source(s) 2: Exemplary Rating on Local Accountability System Accountability Results

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Alton Boyd Elementary students will participate in at least 3 wellness activities, events & programs.</p>	10	PE Teacher, Counselor, Nurse, Administrators	Participation rate of wellness activities, events & programs				
Funding Sources: Title I - \$2000.00							
<p>Critical Success Factors CSF 6</p> <p>2) Alton Boyd Elementary students will participate in at least 3 activities related to Bullying and Character Education.</p>	10	Counselor, Administrators, Teachers, Behavior Coach	Participation rate in bullying and character education lessons and activities				
Funding Sources: Title I - \$47922.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Alton Boyd Elementary students will participate in a minimum of 135 minutes of physical education instruction and activity per week.</p>		PE Teacher, Administration, Teachers	Schedule				
							

Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 3: Alton Boyd Elementary School will maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based in the Community and Parent Involvement category.

Evaluation Data Source(s) 3: Exemplary Rating on Local Accountability System Accountability Results

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Alton Boyd Elementary's PTA will elect officers who meet regularly and assess programs in order to refine goals and improve effectiveness for the benefit of students, families and the school community.</p>		PTA Board members, Administration	PTA Board goals, PTA Board minutes, PTA meetings/minutes				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Alton Boyd Elementary will provide at least 5 assemblies and/or programs open to parents and/or public.</p>	6	Administrators, Counselor, Teachers, CARE Coach	Parent, students, community and staff participation rate in assemblies and/or programs; Movie Night, Community Fair, Parent Education Night, Thanksgiving Feast, Hispanic Heritage Celebration, African American Celebration				
Funding Sources: Title I - \$2000.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Alton Boyd Elementary will use multiple communication paths to keep families both formally and informally informed.</p>	6	Administrators, Teachers, Counselor, CARE Coach	School newsletter, teacher newsletter, social media presence,				
Funding Sources: Title I - \$40613.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Alton Boyd Elementary will host at least 4 events, programs or other opportunities each year that demonstrate and/or support community and business partnerships.</p>		Administrators, CARE Coach, Counselor, Student Council Leaders, Teachers	Student Council Service Projects, School Wide Service Projects				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Alton Boyd Elementary will participate in at least 4 opportunities each year for non-staff volunteers, tutors or mentors to work with students or get involved on campus.</p>		Administrators, Teachers, CARE Coach, Counselor	Participation rate in Watch DOGS, National Charity League/Young Men's Service League study buddies, Sun Creek Methodist mentors, High School PALS, Bilingual Sister Schools				


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 4: Alton Boyd Elementary School will increase the Recognized rating to Exemplary rating as achieved in 2016-2017 in the local accountability system based in the Community and Parent Involvement category.

Evaluation Data Source(s) 4: Exemplary Rating on Local Accountability System Accountability Results

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Alton Boyd Elementary will move from the Acceptable rate to the Recognized rate which is a minimum of 15% of all students will pass at the Level 3 performance standard.</p>	3	Administrators, Teachers, Instructional Coaches, Counselor, AIM Teacher, Instructional Specialist	Campus, District assessment, STAAR scores				
Funding Sources: Title I - \$299698.00, Title III - \$73169.00, Title II - \$69182.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Alton Boyd Elementary will provide at least 3 opportunities for students to explore secondary and post-secondary education options.</p>	6, 10	Counselor, CARE Coordinator, Administrators, Instructional Coaches, Teachers	College Day, Career Days				
Funding Sources: Title I - \$1500.00							
<p>Critical Success Factors CSF 6</p> <p>3) Alton Boyd Elementary will provide at least 3 opportunities for students to develop and exhibit leadership skills.</p>	2, 9	Administrators, Counselor, CARE Coordinator, Teachers, Behavior Coach	Participation in Administrator Assistants, Student Council, Ambassadors				
Funding Sources: Title I - \$82141.00							
							

Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 5: Alton Boyd Elementary School will maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based in the Second Language Acquisition category.

Evaluation Data Source(s) 5: Exemplary Rating on Local Accountability System Accountability Results

Summative Evaluation 5:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Alton Boyd Elementary will provide at least 4 methods of support for ELL students and families.</p>	6	ESL teachers, Bilingual teachers, Bilingual Coach, CARE Coordinator, Administrators	TELPAS, Woodcock Munoz, STAAR, STAARL				
Funding Sources: Title I - \$2500.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Alton Boyd Elementary will maintain and/or improve the accountability rating for all students at the Exemplary rating through supplemental small group tutoring opportunities.</p>	9	ESL teachers, Bilingual teachers, Bilingual Coach, Instructional Coaches, Administrators	STAAR, STAARL				
Funding Sources: Local Funds - \$6534.00, Title I - \$7057.16							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Alton Boyd Elementary will provide at least 3 or more opportunities to participate in language organizations, field trips or cultural events to support the ELL students.</p>	9	ESL teachers, Bilingual teachers, Bilingual Coach, Instructional Coaches, Administrators	Participation Rate of Cultural events				
Funding Sources: Title I - \$3000.00							

Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 6: Alton Boyd Elementary School will maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based in the Digital learning Environment category.

Evaluation Data Source(s) 6: Exemplary Rating on Local Accountability System Accountability Results

Summative Evaluation 6:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Alton Boyd Elementary will provide learning for authentic learning and the acquisition of the knowledge, skills and attitudes to perform in the 21st century where students become producers and not just consumers.</p>	2, 8, 9	Library Media Specialist, Campus Technology Assistant, Instructional Coaches, Teachers, Administrators	Google Classroom, See Saw, Lesson Plans				
Funding Sources: Title I - \$5000.00							
							

Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 7: Alton Boyd Elementary School will maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based in the Dropout Prevention category.

Evaluation Data Source(s) 7: Exemplary Rating on Local Accountability System Accountability Results

Summative Evaluation 7:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Alton Boyd Elementary will implement student-focused programs and strategies beyond the school day for student academic success.</p>	3	Administrators, Instructional Coaches, Teachers, SEI tutors	After school tutoring sign in sheets, lesson plans				
Funding Sources: Title I - \$2500.00, Local Funds - \$2037.50							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 6</p> <p>2) Alton Boyd Elementary will provide opportunities beyond the academic curriculum for all students and targeted groups to prevent drop out rates.</p>	8	Administrators, Teachers, Music/Art/PE Teacher, Student Council Sponsors, CARE Coordinator, Counselor	Participation in Fine Arts, After school Clubs, Student Council, Boys to Men, Girls Breakout Club				
Funding Sources: Local Funds - \$500.00, Title I - \$2000.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 8: Alton Boyd Elementary School will maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based in the Educational Programs for Gifted and Talented category.

Evaluation Data Source(s) 8: Exemplary Rating on Local Accountability System Accountability Results

Summative Evaluation 8:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Alton Boyd Elementary will maintain a highly qualified staff and ensure all teachers will have receive 30 hours of state mandated gifted training and 6 hour updates.</p>		Teachers, Administrators, Counselors	Eduphoria training				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 9: Alton Boyd Elementary School will maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based in the Compliance and Policy Reporting Requirement category.

Evaluation Data Source(s) 9: Exemplary Rating on Local Accountability System Accountability Results

Summative Evaluation 9:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Alton Boyd Elementary will provide professional development opportunities for teachers and paraprofessionals based on campus and district needs to meet local, state and federal requirements.</p>	3, 4	Administrators	TTESS, Eduphoria				
Funding Sources: Title I - \$1800.00							
							

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Alton Boyd Elementary School staff will ensure improvement in student learning by working in high-performing collaborative teams

Evaluation Data Source(s) 1: 2016-2017 STAAR/EOC results, Distinctions earned

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Alton Boyd Elementary staff will collaborate during weekly PLC, quarterly Power PLC, District Professional Days and weekly Learning Community Mondays to ensure success of all students and student groups to ensure all System Safeguards are met.</p>	1, 4, 8	Administrators, Instructional Coaches, Library Media Specialist, Teachers	Lesson Plans, iSip, DRA, CFA's, District Benchmarks/Simulations, STAAR				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Alton Boyd Elementary School will provide opportunities for all students to use technology through project-based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Evaluation Data Source(s) 1: Star Chart

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Implement technology collaboration times at staff development, LCM-Learning Community Mondays, monthly PLC times.</p>	4	Principal, Assistant Principals, Library Media-Technology and Instructional Coaches.	Teacher/Student Observations, Lesson Plans, Student Technology output				
<p>Critical Success Factors CSF 1</p> <p>2) At least 10 technology devices will be utilized in K-4 and at least 15 technology devices will be available per classroom to ensure students will become producers and not just consumers of technology.</p>	9	Principal, Assistant Principals, Library Media-Technology and Instructional Coaches.	Google Classroom, See Saw				
Funding Sources: Title I - \$3275.00							
							






Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Alton Boyd Elementary School will provide opportunities for all students, staff and school community to understand the diversity needs of our campus.

Evaluation Data Source(s) 1: Attendance at events and student participation

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The students, staff and parents will celebrate Hispanic Heritage month through announcements, lessons, dress and culminating night time event with song and dance that represents all of the Hispanic cultures.</p>	6	Administrators, Bilingual Instructional Coach, Music Teacher, Art Teacher and Teachers	Attendance at the night time performance, participation on announcements				
<p>Critical Success Factors CSF 5</p> <p>2) The campus will work with the PTA and community outreach organizations to host a Thanksgiving Feast for our families at the Boyd campus.</p>	6	Administration, CARE Coach, Counselor	Attendance at the Thanksgiving Feast				
Funding Sources: Title I - \$1000.00							
<p>Critical Success Factors CSF 5</p> <p>3) The students, staff and parents will celebrate Black History month through announcements, lessons, dress and culminating night time event with song and dance that represents all of the African American cultures.</p>	6	Administrators, Music Teacher, Art Teacher and Teachers	Attendance at the night time performance, participation on announcements				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Host Parent Education Nights in the fall and spring. Utilize the programs to connect with families and empower parents to actively support their child's learning at home.</p>	1, 4, 6, 7	Administrators, CARE Coach, Counselor	<p>-Increased attendance at parental involvement events.</p> <p>-Increased student achievement as evidenced by state and local assessments.</p> <p>-Reduction in the number of disciplinary referrals.</p>				

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) Host Community Fair in the fall. Utilize the programs and resources to connect with families and empower parents to actively meet their child's academic, social and emotional needs at home.</p>	1, 6	Administrators, CARE Coach, Counselor	<p>-Increased attendance at parental involvement events.</p> <p>-Increased student achievement as evidenced by state and local assessments.</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Implement safe and secure procedures throughout the campus to meet the needs of all students and staff.

Evaluation Data Source(s) 1: Campus attendance rate at least 95% and reduced student referrals

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) Update, revise and maintain emergency operations plan for the campus.</p>		Campus Administrators, Campus Crisis Response Team, SRO Safe and Secure Schools	Emergency Operation Plan				
<p>Critical Success Factors CSF 6</p> <p>2) Continue to implement security, safety audit recommendations.</p>		Campus Administrators, Campus Crisis Response Team, SRO Safe and Secure Schools	Maintenance request, security logs				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) The campus science lab and classrooms will be functional and safe for all students while conducting science experiments.</p>		Campus Administrators, Science Coach, Classroom Teachers	Safety Reports, Safety Logs				
<p>Critical Success Factors CSF 6</p> <p>4) Provide No Bullying prevention and implement a school-wide pledge "not to bully." Provide lessons through guidance and community circle time.</p>		Counselor, Classroom Teacher, Behavior Coach	Reduction in referrals and incident reports				
<p>Critical Success Factors CSF 6</p> <p>5) Implement the curriculum required by the state, district and campus related to school safety, sexual harassment, suicide, character education, sexual abuse, alcohol and drug education.</p>		Administrators, Counselor, Behavior Coach, Classroom Teachers	Schedule of completed lessons, Red Ribbon Week and presentations				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Alton Boyd Elementary School will recruit, develop and retain highly qualified staff.

Evaluation Data Source(s) 1: Alton Boyd Elementary campus teacher turnover rate, reduced teacher absenteeism.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
Critical Success Factors CSF 1 1) Utilize allotted personnel units to enhance instruction and meet the needs of our diverse learners.	3	Adminixstrators	Master Schedule, Students Academic Data				
Critical Success Factors CSF 1 CSF 7 2) Align campus spending to campus/district improvement plan and areas of need.	4	Administrator	Budget Records				

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 2: Alton Boyd Elementary School will maximize the expenses allocated by the State, District, Title Funding and Grants to increase optimal learning experiences for all students.

Evaluation Data Source(s) 2: Alton Boyd Elementary School will maintain a balanced campus budget.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) The campus principal will work with the secretary, team leads and committee chairman to ensure all money is distributed equally in accordance with the campus and district goals.		Administrators, Campus Secretary, Team Leads, Committee Chairmen	Budget				
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Special Education students will set target numbers and will be progressed monitored on each campus, district and state assessment.
1	1	2	Special Education students will be provided with intervention, inclusion, after school tutoring and resource time according to their Individual Education Plan to target vocabulary, build schema and reading strategies.
1	2	1	Special Education students will set target numbers and will be progressed monitored on each campus, district and state assessment.
1	2	2	Special Education students will be provided with intervention, inclusion, after school tutoring and resource time according to their Individual Education Plan to target vocabulary, build schema and math strategies.
1	3	1	African American students in 5th grade Science will set target numbers and will be progressed monitored on each campus, district and state assessment.
1	3	2	African American students will be provided with intervention time and after school tutoring to target vocabulary, build schema and scientific strategies.
2	4	1	Alton Boyd Elementary will move from the Acceptable rate to the Recognized rate which is a minimum of 15% of all students will pass at the Level 3 performance standard.
2	7	1	Alton Boyd Elementary will implement student-focused programs and strategies beyond the school day for student academic success.
2	7	2	Alton Boyd Elementary will provide opportunities beyond the academic curriculum for all students and targeted groups to prevent drop out rates.
3	1	1	Alton Boyd Elementary staff will collaborate during weekly PLC, quarterly Power PLC, District Professional Days and weekly Learning Community Mondays to ensure success of all students and student groups to ensure all System Safeguards are met.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Special Education students will set target numbers and will be progressed monitored on each campus, district and state assessment.
1	1	2	Special Education students will be provided with intervention, inclusion, after school tutoring and resource time according to their Individual Education Plan to target vocabulary, build schema and reading strategies.
1	2	1	Special Education students will set target numbers and will be progressed monitored on each campus, district and state assessment.
1	2	2	Special Education students will be provided with intervention, inclusion, after school tutoring and resource time according to their Individual Education Plan to target vocabulary, build schema and math strategies.
1	3	1	African American students in 5th grade Science will set target numbers and will be progressed monitored on each campus, district and state assessment.
1	3	2	African American students will be provided with intervention time and after school tutoring to target vocabulary, build schema and scientific strategies.
2	4	1	Alton Boyd Elementary will move from the Acceptable rate to the Recognized rate which is a minimum of 15% of all students will pass at the Level 3 performance standard.
2	7	1	Alton Boyd Elementary will implement student-focused programs and strategies beyond the school day for student academic success.
2	7	2	Alton Boyd Elementary will provide opportunities beyond the academic curriculum for all students and targeted groups to prevent drop out rates.
3	1	1	Alton Boyd Elementary staff will collaborate during weekly PLC, quarterly Power PLC, District Professional Days and weekly Learning Community Mondays to ensure success of all students and student groups to ensure all System Safeguards are met.

Title I

Schoolwide Program Plan

Boyd has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Boyd has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and is the driving force most impacting the campus improvement plan. The activities we conducted are as follows:

1. Establishing a planning team composed of teachers, parents, and community members,
2. Creating a shared mission and vision for school-wide reform,
3. Use multiple sources of formative and summative data, and
4. Analyze our data to ensure that learning needs of every child are met.

PL107-110, Section 1114(b)(1)(A)

2: Schoolwide Reform Strategies

Our school-wide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research.
2. Identify how each activity in our school strengthens the core academic program.
3. Identify scientifically-based research programs that increase the amount and quality of learning time.
 - Review the master schedule to identify opportunities for extended learning time.
 - Investigate how manipulatives are used in the various core areas.
4. Identify programs within our school that address enriched and accelerated curriculum issues.
5. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

PL 107-110, Section 1114(b)(1)(B)

3: Instruction by highly qualified professional teachers

Instruction at Boyd is provided by highly qualified teachers to all students.

1. Provide time off for professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Professional development of "in-place" programs prior to school year with ongoing evaluations of effectiveness.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide opportunities for collaboration in looking at formative and summative testing results and analyzing teaching strategies to provide needed instruction for non-mastered instruction.

PL 107-110, Section 1114(b)(1)(C)

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Boyd utilized high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards.

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments through the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.
6. Schedule "specials" during the same time blocks so teachers have time to collaborate and/or receive training.

5: Strategies to attract highly qualified teachers

Allen ISD and Boyd provide strategies to attract and retain highly qualified teachers.

1. Attend college and ESC job fairs.
2. Provide salary based incentives for high-need content areas.
3. Guarantee small classroom size.
4. Provide mentoring program.

PL 107-110, Section 1114(b)(1)(E)

6: Strategies to increase parental involvement

Boyd will utilize the following strategies to increase parental involvement:

1. Weekly communication from school to parents
2. Ongoing training for staff in the area of parental involvement and communication
3. Monthly parent meetings including after hours parent education classes
4. WATCH DOGS program implemented school wide
5. Overtly seek continuous feedback from parents
6. Practical Parent Education Program

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Boyd works to provide school opportunities that mirror school age experiences while provide age appropriate scaffolding.

1. Kindergarten Round-up
2. Provide routine daily schedule
3. Offer breakfast and lunch
4. Needs assessment, monitor, and intervention (EOY,MOY,BOY)
5. Parent Education with kindergarten teachers
6. Parent Teacher Conferences
7. Partner with the Allen Early Childhood PTA to offer Kindergarten Readiness event

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to state performance data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on , and to improve, the achievement of individual students and the overall instructional program.

1. Provide opportunities for teachers to work together in developing student assessments.
2. Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining student work/responses to assessments.
3. Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.
4. Teachers are provided professional development in the types of different assessments, how to design effective assessments, and how to analyze the data.
5. Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.

PL 107-110, Section 114(B)(1)(H); Section 1111(b)(3)

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Our school wide plan include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels are provided with effective, timely additional assistance which includes measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

1. Analyze individual student data and/or student work to determine appropriate activities.
2. Provide for extended learning opportunities such as tutoring and summer school.
3. Provide individual/small group learning sessions.
4. Incorporate computer assisted learning.
5. Provide school counseling services.
6. Link parents to appropriate resources such as: counseling services, out-reach programs, community agencies, etc.
7. Provide professional development in effective teaching strategies or best practices, and implement strategies for appropriate activities.
8. Provide a rich curriculum that includes real work connections and enrichment activities.

PL 107-110, Section 1114(b)(1)(I)

10: Coordination and integration of federal, state and local services and programs

Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc. Research shows the importance of monitoring the impact of this component to ensure that all students receive quality education, becoming academically proficient and reaching advanced levels of achievement.

1. Document the Federal, State, and local services and programs such as:
 - Title Programs
 - Nutrition Programs
 - Homeless Programs
 - Violence Prevention Programs
 - Adult Education

- Job Training
2. List resources and services that have common requirements such as:
 - Professional Development
 - Parental Involvement
 - Violence Prevention
 3. Document all coordinated programs, services, and funds in the correct location on the Campus Improvement Plan to show the school has met the intent and purpose of each program.

Section 1114 of Title 1, Part A, PL 107-110 of NCLB

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anieta Oltmann	Instructional Aide	Title I	1
Betsy Shanks	Reading Facilitator	Title I	1
Bryan McDaniel	Math Facilitator	Title I	1
Cathryn Hosey	Intervention Teacher	Title I	1
Connie Boales	Science Facilitator	Title II	1
Laura Soto	Bilingual Coach	Title III	1
Marisol Putterbaugh	CARE Coach	Title I	1
Nancy Jung	Dean of Students	Title 1	1
Tammy Conkling	Intervention Teacher	Title I	1

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Regina Frazier	Principal
Administrator	Nancy Jung	Dean of Students
Administrator	Wendy Williams	Assistant Principal
Business Representative	Robert Dumar	Business Owner
Business Representative	Johnny Ohanesian	Business Owner
Classroom Teacher	Lyn Batts	Teacher
Classroom Teacher	Maloree Tennison	Teacher
Community Representative	Shannon Patterson	Community Member
Community Representative	Debbie Verges	Community Member
Non-classroom Professional	CJ Boales	Instructional Coach
Non-classroom Professional	Betsy Shanks	Instructional Coach
Parent	Edith Sanchez	Parent
Parent	Karolyn Summerlin	Parent

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	After school intervention/tutoring time		\$2,389.28
1	2	2	After school intervention/tutoring time		\$2,389.28
1	3	1	Small group targeted tutoring instruction		\$1,194.64
1	3	2	Small group targeted tutoring instruction		\$1,194.64
2	2	1	Wellness Campus Program Implementation		\$2,000.00
2	2	2	Supplemental Support Staff		\$47,922.00
2	3	2	Parent Engagement		\$2,000.00
2	3	3	Supplemental Support Staff		\$40,613.00
2	4	1	Supplemental Support Staff		\$299,698.00
2	4	2	Title Program Implementation		\$1,500.00
2	4	3	Supplemental Support Staff		\$82,141.00
2	5	1	Parent Engagement Opportunities		\$2,500.00
2	5	2	Small group targeted tutoring instruction		\$7,057.16
2	5	3	Extended learning opportunities		\$3,000.00
2	6	1	Supplies/resources		\$5,000.00
2	7	1	Small group targeted tutoring instruction		\$2,500.00
2	7	2	Student development		\$2,000.00
2	9	1	Professional Development		\$1,800.00
4	1	2	incorporate computer assisted learning		\$3,275.00
5	1	2	building capacity for parents/parent engagement		\$1,000.00
Sub-Total					\$511,174.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	After school intervention/tutoring time		\$2,142.85

1	2	2	After school intervention/tutoring time		\$2,142.85
1	3	1	Small group targeted tutoring instruction		\$1,071.42
1	3	2	Small group targeted tutoring instruction		\$1,071.42
2	5	2	Small group targeted tutoring instruction		\$6,534.00
2	7	1	Small group targeted tutoring instruction		\$2,037.50
2	7	2	Student Council Stipend		\$500.00
Sub-Total					\$15,500.04
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Supplemental Support Staff		\$69,182.00
Sub-Total					\$69,182.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Supplemental Support Staff		\$73,169.00
Sub-Total					\$73,169.00
Grand Total					\$669,025.04

Addendums

Goal: Boyd Elementary will utilize their coordinated school health program to set a wellness goal and objectives to encourage the health, fitness and attendance of their students.

Performance Objective: Boyd Elementary School Wellness Action Team will develop a wellness goal for their campus by analyzing their student fitness data, student activity level, student attendance, student academic data and economically disadvantaged student data.

BQ (LEGAL)

Education Code: *11.253(d)*

Summative Evaluation: Wellness goal(s) and objectives will be submitted to the district school health coordinator.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Apr	July
Establish a School Wellness Action Team and designate a School Wellness Captain; the captain will set meetings and assemble the team. The team will establish at least one measurable goal and document progress toward goal completion.	Principal and School Wellness Captain	School Wellness Action Team will submit documentation of wellness meetings with minutes and goal form. Documentation of one measurable goal is required.				
Analyze student fitness data, other research-based assessments, attendance, academic data, and data on academically disadvantaged students, to set coordinated school health program goals for the school year.	School Wellness Action Team Members	School Wellness Action Team will view campus Fitnessgram data and other relevant data. No individual student data will be viewed by the team as a whole. Program goal will be recorded and monitored for the 2015-2016 school year.				
Ensure students are receiving required physical education classes/minutes each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal, Counselor and Physical Education Teacher	Review student schedules and courses to ensure the students are receiving the required minutes for physical education. The physical education teacher will monitor student MVPA activity levels during class.				

District Name:	Allen ISD
Campus Name:	Alton Boyd Elementary
School Year:	2015-2016

District/Campus Data Analysis Summary

Instructions:	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform the campus in the completion of the targeted improvement plan as required by the campus staging identification.</p> <p>The data analysis is divided into five sections. With the exception of Section III (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.</p>
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - Index Questions

Index 1-Student Achievement	Did your district/campus meet standard for Index 1?	<input checked="" type="checkbox"/> Yes, with an Index score of 66 or higher. <input type="checkbox"/> Yes, with an Index score of 60-65. <input type="checkbox"/> No.
	<p><i>If your district/campus Index 1 score was above 65, you do not need to answer this question.</i></p> <p>If your district/campus did not meet standard or met standard with an Index score of 60-65, what student groups are in greatest need of improvement?</p> <p>(Reminder: System safeguards data can help with this analysis)</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners
	<Provide additional information or observations here>	

District Name:	Allen ISD
Campus Name:	Alton Boyd Elementary
School Year:	2015-2016

District/Campus Data Analysis Summary

Index 2-Student Progress	<p style="text-align: right; margin: 0;">?</p> <p>Did your district/campus meet standard for Index 2?</p> <p><i>*see help box for score details</i></p>	<p><input checked="" type="checkbox"/> Yes, with an Index score of greater than 2 points above target.</p> <p><input type="checkbox"/> Yes, with an Index score at target or less than 2 points above.</p> <p><input type="checkbox"/> No.</p>
	<p><i>If your district/campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your district/campus did not meet the Index 2 target or narrowly met it by 2 points or less, which student groups are in greatest need of improvement?</p> <p>(Reminder: Consider the exceeded progress component as well as made progress when answering)</p>	<p><input type="checkbox"/> African American</p> <p><input type="checkbox"/> Hispanic</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> American Indian</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Pacific Islander</p> <p><input type="checkbox"/> Two or More Races</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> Special Education</p> <p><input type="checkbox"/> English Language Learners</p>
	<p><i>If your district/campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your district/campus did not meet the Index 2 target or narrowly met it by 2 points or less, which group of students contributed to missing or narrowly meeting the Index 2 standard?</p>	<p><input type="checkbox"/> Students who failed in 2014 and failed in 2015</p> <p><input type="checkbox"/> Students who passed in 2014 and passed in 2015</p> <p><input type="checkbox"/> Students who were at Level III performance in 2014 and scored a Level II performance in 2015</p> <p><input type="checkbox"/> Other</p>
	<p><Provide additional information or observations here></p>	
	<p style="text-align: right; margin: 0;">?</p> <p>Did your district/campus meet standard for Index 3?</p> <p><i>*see help box for score details</i></p>	<p><input checked="" type="checkbox"/> Yes, with an Index score of greater than 2 points above target.</p> <p><input type="checkbox"/> Yes, with an Index score at target or less than 2 points above.</p> <p><input type="checkbox"/> No.</p>

District Name:	Allen ISD
Campus Name:	Alton Boyd Elementary
School Year:	2015-2016

District/Campus Data Analysis Summary

Index 3-Closing Achievement Gaps	<p style="color: red; font-style: italic;">If your district/campus Index 3 score was more than 2 points above the Index target, then you do not need to answer this question.</p> <p>What student groups, <i>other than economically disadvantaged</i>, were measured for your district/campus in Index 3?</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
<Provide additional information or observations here>		
Index 4-Postsecondary Readiness	<p>Did your district/campus meet standard for Index 4? ?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p style="color: red; font-style: italic;">If your district/campus met Index 4 target, then you do not need to answer this question.</p> <p>Which component(s) of Index 4 contributed to your district/campus missing Index 4?</p>	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator	
<Provide additional information or observations here>		

Section II - Safeguard Questions

Did your district/campus meet all state system safeguards for performance?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No										
<p style="color: red; font-style: italic;">If your district/campus met all state system safeguards for performance, you do not need to answer this question.</p> <p>If your district/campus did not meet all state system safeguards for performance, which subjects & student groups were missed?</p>											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Name:	Allen ISD
Campus Name:	Alton Boyd Elementary
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District/Campus Data Analysis Summary

	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<Provide additional information or observations here>											
System Safeguards - Graduation	Did your district/campus meet all system safeguards for graduation?								<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
	<i>If your district/campus met all system safeguards for graduation or is not evaluated on this indicator, you do not need to answer this question.</i>											
	If your district/campus did not meet all system safeguards for graduation, which student groups were missed?											
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<Provide additional information or observations here>												

Section III - Critical Success Factors (CSFs)

<p>The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, please identify the data sources that will be used when reviewing the campus' processes for each CSF. (For possible data sources, see the CSF Data Sources document.)</p>	
Academic Performance	<p>? At Alton Boyd Elementary we used STAAR Data, District Benchmarks/Simulations, IEP's, Progress Monitoring Data, and Campus Unit Test/CFA's.</p>
Use of Quality Data to Drive Instruction	<p>? Student Goal Sheets for Target Score after each assessment, Aware-Data Analysis (Heat Maps, Quintiles), Power PLC's, and Individual Student Data Analysis Forms</p>
Leadership Effectiveness	<p>? Weekly Staff Professional Development, Allen Learning Walks, CORE SIT meetings, Instructional Leadership Team weekly meetings, Instructional Coaches lead weekly PLC data talks/supporting the lesson planning by providing resources, Coaches participating in Lead4ward Conferences on Leading Intentional Intervention, and Bilingual Coach/Assistant Principal leading dual language instructional changes.</p>

District Name:	Allen ISD
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District/Campus Data Analysis Summary

Increased Learning Time	? Adjusted the Master Schedule to maximize learning opportunities during core class time and common intervention times, after school tutoring with a focus on Science and Special Education students in Reading, increased inclusion time for Special Education students to expose students to a full rigor of the curriculum, Special Education Instructional Specialist meets on a regular basis with Special Education teachers, and Power PLC time was created to increase intervention planning time.
Family and Community Engagement	? Family Literacy Night (ESL parent classes), Community Fair, Watch DOGS (Dad's club), Community Education, Increased PTA events with student performances ie.- Thanksgiving Feast, Hispanic Heritage Celebration Month/Night, Family Movie Night; Math/Science Night, Open Lab for parent on-line forms, Writing Celebrations, Boyd Summer Lunch program, Summer Reading Program, Involved with Allen Ministerial Alliance, and 3 C-Allen (connecting, coordinating and caring).
School Climate	? Conscious Discipline-campus wide implementation, CHAMPS, Classroom Buddies, PALs from the Lowery Center, Blackhawk Bucks, BST-Behavior Support Team, Sunshine Committee, recognize classroom perfect attendance and class spirit participation, after school clubs ie., running, gardening, 4H; and UIL participation.
Teacher Quality	? Created Power PLC, BELL Mentors, Buddy Teachers, District/Campus Staff Development, District/Campus Instructional Specialist, Ventures Tool to screen teachers, PDAS, and Allen Learning Walks.

Section IV - Identification of Problem Statements

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in fewer problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

District Name:	Allen ISD
Campus Name:	Alton Boyd Elementary
School Year:	2015-2016

District/Campus Data Analysis Summary

Problem Statement 1:	<div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">?</div> <p style="text-align: center; margin-top: 20px;">Which area(s) does this problem statement address?</p>	<input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness <input checked="" type="checkbox"/> Performance Safeguards <input type="checkbox"/> Participation Safeguards <input type="checkbox"/> Graduation Safeguards <input type="checkbox"/> Other
<p>Students from both Hispanic and economically disadvantaged backgrounds tend to lack schema, vocabulary and life experiences in the area of Science.</p>		
Problem Statement 2:	<div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">?</div> <p style="text-align: center; margin-top: 20px;">Which area(s) does this problem statement address?</p>	<input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness <input checked="" type="checkbox"/> Performance Safeguards <input type="checkbox"/> Participation Safeguards <input type="checkbox"/> Graduation Safeguards <input type="checkbox"/> Other
<p>Due to the fact that the TEA removed the STAAR M test for our special education students, Boyd missed meeting the System Safeguard target in the area of Reading among the special education students.</p>		

District Name:	Allen ISD
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School Year:	2015-2016

Needs Assessment Summary

Definition/Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:
 Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Data analysis
 Step 5: Root cause analysis
 The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section IV of the Data Analysis tab</i>	PS 1:	Students from both Hispanic and economically disadvantaged backgrounds tend to lack schema, vocabulary and life experiences in the area of Science.	is occurring because of Root Cause #1	Root Cause 1:	Both students acquiring English as a second language and our economically disadvantaged population lack the opportunities and resources to acquire necessary academic vocabulary.
	PS 2:	Due to the fact that the TEA removed the STAAR M test for our special education students, Boyd missed meeting the System Safeguard target in the area of Reading among the special education students.	is occurring because of Root Cause #2	Root Cause 2:	Students have disabilities that cause them to read significantly below grade level.
	PS 3:	<type your problem statement here>	is occurring because of Root Cause #3	Root Cause 3:	<Enter identified root cause here.>
	PS 4:	<type your problem statement here>	is occurring because of Root Cause #4	Root Cause 4:	<Enter identified root cause here.>
	PS 5:	<type your problem statement here>	is occurring because of Root Cause #5	Root Cause 5:	<Enter identified root cause here.>

Identified and Prioritized Root Causes:
 It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index or system safeguard and ensure those are your prioritized Root Causes.

***** Important Notice! Campuses must complete the following Attestation Statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

District Name:	Allen ISD
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Root Cause 1:	Both students acquiring English as a second language and our economically disadvantaged population lack the opportunities and resources to acquire necessary academic vocabulary.		
Area(s) Impacted	<input checked="" type="checkbox"/> Index 1: Student Achievement		Annual Goal: ?
	<input checked="" type="checkbox"/> Index 2: Student Progress		Strategy: ?
	<input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps		
	<input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
	<input checked="" type="checkbox"/> Performance Safeguards		
	<input type="checkbox"/> Participation Safeguards		
	<input type="checkbox"/> Graduation Safeguards		
	<input type="checkbox"/> Other		
Critical Success Factors (CSFs) Impacted	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance		How will addressing this Root Cause impact the index/safeguard/CSF? ?
	<input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction		
	<input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness		
	<input checked="" type="checkbox"/> CSF 4-Increased Learning Time		
	<input checked="" type="checkbox"/> CSF 5-Family/Community Engagement		
	<input type="checkbox"/> CSF 6-School Climate		
	<input type="checkbox"/> CSF 7-Teacher Quality		

Interventions by Quarter (Root Cause 1)

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ? We will analyze Unit Test, Common Formative Assessments and Benchmark scores to determine if the identified students in the areas of economically disadvantaged and Hispanics are reaching their growth target number as well as passing.	Q2 Goal: ? We will analyze Unit Test, Common Formative Assessments and Benchmark scores to determine if the identified students in the areas of economically disadvantaged and Hispanics are reaching their growth target number as well as passing.	Q3 Goal: ?	Q4 Goal: ?
Q1: To date, what actions have been taken to address & support this root cause?	Interventions:	Interventions:	Interventions:
We have identified students that qualify in the areas of economically disadvantaged and Hispanics for our 5th Science testers.	1) The teachers are sharing with their students personal target numbers for each student to reach in Science.	1)	1)
	2) Targeted groups have been formed for before and after school tutoring that has a focus on building the academic vocabulary to strengthen their background knowledge.	2)	2)
	3)	3)	3)
	4)	4)	4)
	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
	1) The District Benchmark, CFA's and Unit Test.	1)	1)
	2) Tutoring Logs	2)	2)
	3)	3)	3)
	4)	4)	4)

Root Cause 2:	Students have disabilities that cause them to read significantly below grade level.
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District Name:	Allen ISD
Campus Name:	Alton Boyd Elementary
School Year:	2015-2016

Area(s) Impacted	<input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness <input checked="" type="checkbox"/> Performance Safeguards <input type="checkbox"/> Participation Safeguards <input type="checkbox"/> Graduation Safeguards <input type="checkbox"/> Other		Annual Goal: ?	We will increase the passing rate of Special Education students in Reading from the average of 25% to 65% passing rate on the STAAR test.
			Strategy: ?	We will teach students on their grade level to increase the individual reading level. Intervention time is being provided to meet the IEP goals. Leveled Literacy Intervention program will be utilized during intervention time. Students qualifying for the STAAR A assessment will practice on a weekly basis to determine which tools are beneficial.
	Critical Success Factors (CSFs) Impacted		<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness <input checked="" type="checkbox"/> CSF 4-Increased Learning Time <input type="checkbox"/> CSF 5-Family/Community Engagement <input type="checkbox"/> CSF 6-School Climate <input type="checkbox"/> CSF 7-Teacher Quality	How will addressing this Root Cause impact the index/safeguard/CSF? ?

Interventions by Quarter (Root Cause 2)

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal: ?	The teachers, instructional coaches and leadership team will analyze Common Formative Assessments, Unit Test and Benchmark scores to determine if the students in the area of Special Education are reaching their growth target numbers as well as overall passing.	Q2 Goal: ?	The teachers, instructional coaches and leadership team will analyze Common Formative Assessments, Unit Test and Benchmark scores to determine if the students in the area of Special Education are reaching their growth target numbers as well as overall passing.	Q3 Goal: ?		Q4 Goal: ?	
Q1: To date, what actions have been taken to address & support this root cause?		Interventions:		Interventions:		Interventions:	
We have identified students that qualify in the area of Special Education in 3rd-6th Reading.		1)	The teachers are having conversations with the students and setting personal target numbers for growth so the students are monitoring their own progress.	1)		1)	
		2)	Before and after school tutoring has begun for students who meet this criteria as well as targeted intervention times and strategies to close the reading gaps.	2)		2)	
		3)		3)		3)	
		4)		4)		4)	
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		1)	Student growth charts, District Benchmarks, CFA's and Unit Test.	1)		1)	
		2)	Tutoring Logs	2)		2)	
		3)		3)		3)	
		4)		4)		4)	

Root Cause 3:	
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Goal: Boyd Elementary will utilize their coordinated school health program to set a wellness goal and objectives to encourage the health, fitness and attendance of their students.

Performance Objective: Boyd Elementary School Wellness Action Team will develop a wellness goal for their campus by analyzing their student fitness data, student activity level, student attendance, student academic data and economically disadvantaged student data.

BQ (LEGAL)

Education Code: *11.253(d)*

Summative Evaluation: Wellness goal(s) and objectives will be submitted to the district school health coordinator.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Apr	July
Establish a School Wellness Action Team and designate a School Wellness Captain; the captain will set meetings and assemble the team. The team will establish at least one measurable goal and document progress toward goal completion.	Principal and School Wellness Captain	School Wellness Action Team will submit documentation of wellness meetings with minutes and goal form. Documentation of one measurable goal is required.				
Analyze student fitness data, other research-based assessments, attendance, academic data, and data on academically disadvantaged students, to set coordinated school health program goals for the school year.	School Wellness Action Team Members	School Wellness Action Team will view campus Fitnessgram data and other relevant data. No individual student data will be viewed by the team as a whole. Program goal will be recorded and monitored for the 2015-2016 school year.				
Ensure students are receiving required physical education classes/minutes each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal, Counselor and Physical Education Teacher	Review student schedules and courses to ensure the students are receiving the required minutes for physical education. The physical education teacher will monitor student MVPA activity levels during class.				

District Name:	Allen ISD
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District/Campus Data Analysis Summary

Instructions:	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform the campus in the completion of the targeted improvement plan as required by the campus staging identification.</p> <p>The data analysis is divided into five sections. With the exception of Section III (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.</p>
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - Index Questions

Index 1-Student Achievement	Did your district/campus meet standard for Index 1?	<input checked="" type="checkbox"/> Yes, with an Index score of 66 or higher. <input type="checkbox"/> Yes, with an Index score of 60-65. <input type="checkbox"/> No.
	<p><i>If your district/campus Index 1 score was above 65, you do not need to answer this question.</i></p> <p>If your district/campus did not meet standard or met standard with an Index score of 60-65, what student groups are in greatest need of improvement?</p> <p>(Reminder: System safeguards data can help with this analysis)</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners
	<Provide additional information or observations here>	

District Name:	Allen ISD
Campus Name:	Alton Boyd Elementary
School Year:	2015-2016

District/Campus Data Analysis Summary

Index 2-Student Progress	<p>Did your district/campus meet standard for Index 2? ?</p> <p><i>*see help box for score details</i></p>	<input checked="" type="checkbox"/> Yes, with an Index score of greater than 2 points above target. <input type="checkbox"/> Yes, with an Index score at target or less than 2 points above. <input type="checkbox"/> No.
	<p><i>If your district/campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your district/campus did not meet the Index 2 target or narrowly met it by 2 points or less, which student groups are in greatest need of improvement?</p> <p>(Reminder: Consider the exceeded progress component as well as made progress when answering)</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners
	<p><i>If your district/campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your district/campus did not meet the Index 2 target or narrowly met it by 2 points or less, which group of students contributed to missing or narrowly meeting the Index 2 standard?</p>	<input type="checkbox"/> Students who failed in 2014 and failed in 2015 <input type="checkbox"/> Students who passed in 2014 and passed in 2015 <input type="checkbox"/> Students who were at Level III performance in 2014 and scored a Level II performance in 2015 <input type="checkbox"/> Other
	<p><Provide additional information or observations here></p>	
	<p>Did your district/campus meet standard for Index 3? ?</p> <p><i>*see help box for score details</i></p>	<input checked="" type="checkbox"/> Yes, with an Index score of greater than 2 points above target. <input type="checkbox"/> Yes, with an Index score at target or less than 2 points above. <input type="checkbox"/> No.

District Name:	Allen ISD
Campus Name:	Alton Boyd Elementary
School Year:	2015-2016

District/Campus Data Analysis Summary

Index 3-Closing Achievement Gaps	<p style="color: red; font-style: italic;">If your district/campus Index 3 score was more than 2 points above the Index target, then you do not need to answer this question.</p> <p>What student groups, <i>other than economically disadvantaged</i>, were measured for your district/campus in Index 3?</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	<Provide additional information or observations here>	
Index 4-Postsecondary Readiness	Did your district/campus meet standard for Index 4? ?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p style="color: red; font-style: italic;">If your district/campus met Index 4 target, then you do not need to answer this question.</p> <p>Which component(s) of Index 4 contributed to your district/campus missing Index 4?</p>	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
	<Provide additional information or observations here>	

Section II - Safeguard Questions

	Did your district/campus meet all state system safeguards for performance?										<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
	<p style="color: red; font-style: italic;">If your district/campus met all state system safeguards for performance, you do not need to answer this question.</p> <p>If your district/campus did not meet all state system safeguards for performance, which subjects & student groups were missed?</p>											
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL
	Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Name:	Allen ISD
Campus Name:	Alton Boyd Elementary
School Year:	2015-2016

District/Campus Data Analysis Summary

	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<Provide additional information or observations here>											
System Safeguards - Graduation	Did your district/campus meet all system safeguards for graduation?								<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
	<i>If your district/campus met all system safeguards for graduation or is not evaluated on this indicator, you do not need to answer this question.</i>											
	If your district/campus did not meet all system safeguards for graduation, which student groups were missed?											
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<Provide additional information or observations here>												

Section III - Critical Success Factors (CSFs)

<p>The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, please identify the data sources that will be used when reviewing the campus' processes for each CSF. (For possible data sources, see the CSF Data Sources document.)</p>	
Academic Performance	<p>? At Alton Boyd Elementary we used STAAR Data, District Benchmarks/Simulations, IEP's, Progress Monitoring Data, and Campus Unit Test/CFA's.</p>
Use of Quality Data to Drive Instruction	<p>? Student Goal Sheets for Target Score after each assessment, Aware-Data Analysis (Heat Maps, Quintiles), Power PLC's, and Individual Student Data Analysis Forms</p>
Leadership Effectiveness	<p>? Weekly Staff Professional Development, Allen Learning Walks, CORE SIT meetings, Instructional Leadership Team weekly meetings, Instructional Coaches lead weekly PLC data talks/supporting the lesson planning by providing resources, Coaches participating in Lead4ward Conferences on Leading Intentional Intervention, and Bilingual Coach/Assistant Principal leading dual language instructional changes.</p>

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Campus Name:	Alton Boyd Elementary
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District/Campus Data Analysis Summary

Increased Learning Time	? Adjusted the Master Schedule to maximize learning opportunities during core class time and common intervention times, after school tutoring with a focus on Science and Special Education students in Reading, increased inclusion time for Special Education students to expose students to a full rigor of the curriculum, Special Education Instructional Specialist meets on a regular basis with Special Education teachers, and Power PLC time was created to increase intervention planning time.
Family and Community Engagement	? Family Literacy Night (ESL parent classes), Community Fair, Watch DOGS (Dad's club), Community Education, Increased PTA events with student performances ie.- Thanksgiving Feast, Hispanic Heritage Celebration Month/Night, Family Movie Night; Math/Science Night, Open Lab for parent on-line forms, Writing Celebrations, Boyd Summer Lunch program, Summer Reading Program, Involved with Allen Ministerial Alliance, and 3 C-Allen (connecting, coordinating and caring).
School Climate	? Conscious Discipline-campus wide implementation, CHAMPS, Classroom Buddies, PALs from the Lowery Center, Blackhawk Bucks, BST-Behavior Support Team, Sunshine Committee, recognize classroom perfect attendance and class spirit participation, after school clubs ie., running, gardening, 4H; and UIL participation.
Teacher Quality	? Created Power PLC, BELL Mentors, Buddy Teachers, District/Campus Staff Development, District/Campus Instructional Specialist, Ventures Tool to screen teachers, PDAS, and Allen Learning Walks.

Section IV - Identification of Problem Statements

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in fewer problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

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District/Campus Data Analysis Summary

Problem Statement 1:	<div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">?</div> <p style="text-align: center; margin-top: 20px;">Which area(s) does this problem statement address?</p>	<input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness <input checked="" type="checkbox"/> Performance Safeguards <input type="checkbox"/> Participation Safeguards <input type="checkbox"/> Graduation Safeguards <input type="checkbox"/> Other
<p>Students from both Hispanic and economically disadvantaged backgrounds tend to lack schema, vocabulary and life experiences in the area of Science.</p>		
Problem Statement 2:	<div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">?</div> <p style="text-align: center; margin-top: 20px;">Which area(s) does this problem statement address?</p>	<input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness <input checked="" type="checkbox"/> Performance Safeguards <input type="checkbox"/> Participation Safeguards <input type="checkbox"/> Graduation Safeguards <input type="checkbox"/> Other
<p>Due to the fact that the TEA removed the STAAR M test for our special education students, Boyd missed meeting the System Safeguard target in the area of Reading among the special education students.</p>		

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Needs Assessment Summary

Definition/Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:
 Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Data analysis
 Step 5: Root cause analysis
 The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section IV of the Data Analysis tab</i>	PS 1:	Students from both Hispanic and economically disadvantaged backgrounds tend to lack schema, vocabulary and life experiences in the area of Science.	is occurring because of Root Cause #1	Root Cause 1:	Both students acquiring English as a second language and our economically disadvantaged population lack the opportunities and resources to acquire necessary academic vocabulary.
	PS 2:	Due to the fact that the TEA removed the STAAR M test for our special education students, Boyd missed meeting the System Safeguard target in the area of Reading among the special education students.	is occurring because of Root Cause #2	Root Cause 2:	Students have disabilities that cause them to read significantly below grade level.
	PS 3:	<type your problem statement here>	is occurring because of Root Cause #3	Root Cause 3:	<Enter identified root cause here.>
	PS 4:	<type your problem statement here>	is occurring because of Root Cause #4	Root Cause 4:	<Enter identified root cause here.>
	PS 5:	<type your problem statement here>	is occurring because of Root Cause #5	Root Cause 5:	<Enter identified root cause here.>

Identified and Prioritized Root Causes:
 It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index or system safeguard and ensure those are your prioritized Root Causes.

***** Important Notice! Campuses must complete the following Attestation Statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

District Name:	Allen ISD
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Root Cause 1:	Both students acquiring English as a second language and our economically disadvantaged population lack the opportunities and resources to acquire necessary academic vocabulary.		
Area(s) Impacted	<input checked="" type="checkbox"/> Index 1: Student Achievement		Annual Goal: ?
	<input checked="" type="checkbox"/> Index 2: Student Progress		Strategy: ?
	<input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps		
	<input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
	<input checked="" type="checkbox"/> Performance Safeguards		
	<input type="checkbox"/> Participation Safeguards		
	<input type="checkbox"/> Graduation Safeguards		
	<input type="checkbox"/> Other		
Critical Success Factors (CSFs) Impacted	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance		How will addressing this Root Cause impact the index/safeguard/CSF? ?
	<input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction		
	<input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness		
	<input checked="" type="checkbox"/> CSF 4-Increased Learning Time		
	<input checked="" type="checkbox"/> CSF 5-Family/Community Engagement		
	<input type="checkbox"/> CSF 6-School Climate		
	<input type="checkbox"/> CSF 7-Teacher Quality		

Interventions by Quarter (Root Cause 1)

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ? We will analyze Unit Test, Common Formative Assessments and Benchmark scores to determine if the identified students in the areas of economically disadvantaged and Hispanics are reaching their growth target number as well as passing.	Q2 Goal: ? We will analyze Unit Test, Common Formative Assessments and Benchmark scores to determine if the identified students in the areas of economically disadvantaged and Hispanics are reaching their growth target number as well as passing.	Q3 Goal: ?	Q4 Goal: ?
Q1: To date, what actions have been taken to address & support this root cause?	Interventions:	Interventions:	Interventions:
We have identified students that qualify in the areas of economically disadvantaged and Hispanics for our 5th Science testers.	1) The teachers are sharing with their students personal target numbers for each student to reach in Science.	1)	1)
	2) Targeted groups have been formed for before and after school tutoring that has a focus on building the academic vocabulary to strengthen their background knowledge.	2)	2)
	3)	3)	3)
	4)	4)	4)
	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
	1) The District Benchmark, CFA's and Unit Test.	1)	1)
	2) Tutoring Logs	2)	2)
	3)	3)	3)
	4)	4)	4)

Root Cause 2:	Students have disabilities that cause them to read significantly below grade level.
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District Name:	Allen ISD
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Area(s) Impacted	<input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness <input checked="" type="checkbox"/> Performance Safeguards <input type="checkbox"/> Participation Safeguards <input type="checkbox"/> Graduation Safeguards <input type="checkbox"/> Other		Annual Goal: ?	We will increase the passing rate of Special Education students in Reading from the average of 25% to 65% passing rate on the STAAR test.
			Strategy: ?	We will teach students on their grade level to increase the individual reading level. Intervention time is being provided to meet the IEP goals. Leveled Literacy Intervention program will be utilized during intervention time. Students qualifying for the STAAR A assessment will practice on a weekly basis to determine which tools are beneficial.
	Critical Success Factors (CSFs) Impacted		<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness <input checked="" type="checkbox"/> CSF 4-Increased Learning Time <input type="checkbox"/> CSF 5-Family/Community Engagement <input type="checkbox"/> CSF 6-School Climate <input type="checkbox"/> CSF 7-Teacher Quality	How will addressing this Root Cause impact the index/safeguard/CSF? ?

Interventions by Quarter (Root Cause 2)

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal: ?	The teachers, instructional coaches and leadership team will analyze Common Formative Assessments, Unit Test and Benchmark scores to determine if the students in the area of Special Education are reaching their growth target numbers as well as overall passing.	Q2 Goal: ?	The teachers, instructional coaches and leadership team will analyze Common Formative Assessments, Unit Test and Benchmark scores to determine if the students in the area of Special Education are reaching their growth target numbers as well as overall passing.	Q3 Goal: ?		Q4 Goal: ?	
Q1: To date, what actions have been taken to address & support this root cause?		Interventions:		Interventions:		Interventions:	
We have identified students that qualify in the area of Special Education in 3rd-6th Reading.		1) The teachers are having conversations with the students and setting personal target numbers for growth so the students are monitoring their own progress.		1)		1)	
		2) Before and after school tutoring has begun for students who meet this criteria as well as targeted intervention times and strategies to close the reading gaps.		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1) Student growth charts, District Benchmarks, CFA's and Unit Test.		1)		1)		1)	
2) Tutoring Logs		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

Root Cause 3:	
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