

Allen Independent School District



Boyd Elementary

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

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

It all starts NOW!

Value Statement

Boyd Elementary Core Values:

Respect

Responsibility

Integrity

Kindness

Safety

Engagement

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Comprehensive Needs Assessment

Demographics

Summary

Boyd Elementary School currently serves 405 students from Kindergarten to Sixth Grade with significant diversity.

White	44%
Black	36%
Asian	9%
Two or More Races	10%

59% of Boyd students are considered Economically Disadvantaged. 18% of students are Limited English Proficient, and 4% of Boyd students are eligible for Gifted and Talented services. Students who qualify for Special Education services now comprise 43% of the student population.

Boyd Elementary continues to qualify as a Title 1 campus under the Every Student Succeeds Act. As such, additional funds are available and allow teacher-student ratios to be lower than those of other Allen ISD campuses.

Strengths

Our school takes great pride in fostering strong relationships between students and staff. This commitment to building a supportive and collaborative environment is evident in the mutual respect and understanding that permeates our school culture. By prioritizing these relationships, we create a nurturing atmosphere where students feel valued and motivated to succeed, and staff members are empowered to contribute their best efforts. Additionally, we are building strong relationships with community groups such as Silver Eagles, Study Buddies, PALS, PTA, extended families, and church groups.

Staff attendance is another area where we excel, reflecting the dedication and commitment of our educators to their roles. Consistent attendance ensures continuity in teaching and learning, allowing us to maintain high standards of education and support for our students. Our staff's reliability is a testament to their professionalism and passion for education.

We have also embraced the Kagan approach to student engagement, which has significantly enhanced the learning experience in our classrooms. By incorporating cooperative learning strategies, we encourage active participation and collaboration among students, leading to improved academic outcomes and a more dynamic classroom environment.

Our efforts to increase campus pride have been successful, as evidenced by the positive attitudes and enthusiasm displayed by both students and staff. By fostering a sense of ownership and pride in our school, we create a community where everyone is invested in the success and well-being of the institution.

The physical space of our school has undergone improvements, resulting in a brighter and cleaner environment. These enhancements contribute to a more welcoming and conducive atmosphere for learning, where students and staff can thrive. A well-maintained physical space reflects our commitment to providing a high-quality educational experience.

Effective staff communication is a cornerstone of our school's success. By ensuring open and transparent communication channels, we facilitate collaboration and coordination among staff members, leading to more efficient and effective operations.

This focus on communication helps us address challenges promptly and work together towards common goals.

Finally, we are continually working to streamline our processes and procedures. By refining our systems, we aim to reduce administrative burdens and increase efficiency, allowing our staff to focus more on teaching and supporting students. This ongoing effort to improve our operations demonstrates our commitment to excellence and our dedication to providing the best possible educational experience for our students.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Staff members will benefit from continued training related to specific instructional needs of students.	A high number of students qualify for Special Education services.

★ = Priority

Student Learning

Summary

Boyd Longitudinal STAAR Data												
Grade/ Subject	Approaches				Meets				Masters			
	2024 STAAR	2025 STAAR	2026 STAAR	25 to 26 Change	2024 STAAR	2025 STAAR	2026 STAAR	25 to 26 Change	2024 STAAR	2025 STAAR	2026 STAAR	25 to 26 Change
3rd Reading	72%	75%	67%	-8	43%	56%	43%	-15	13%	27%	14%	-17
3rd Math	52%	61%	65%	4	27%	42%	37%	-5	9%	22%	12%	-10
4th Reading	76%	74%	75%	1	36%	29%	44%	15	19%	8%	13%	5
4th Math	43%	42%	75%	33	28%	18%	59%	41	7%	9%	25%	16
5th Reading	70%	72%	75%	3	40%	53%	54%	1	21%	25%	25%	0
5th Math	60%	72%	51%	-21	26%	40%	25%	-15	9%	7%	6%	-1
5th Science	36%	58%	56%	-2	9%	20%	25%	5	6%	7%	6%	-1
6th Reading	73%	74%	78%	4	60%	47%	63%	16	24%	28%	34%	6
6th Math	75%	67%	85%	18	43%	28%	49%	21	12%	14%	22%	8

Strengths

Boyd Elementary students demonstrated growth in the following areas on the 2025 STAAR Assessment:

- Growth in 3rd Grade Math - Approaches
- Growth in 4th Grade Reading/Math - Approaches, Meets, Masters
- Growth in 5th Grade Reading - Approaches, Meets, Masters
- Growth in 6th Grade Reading/Math - Approaches, Meets, Masters

In our classrooms, we have prioritized the formation of small groups that are more need-focused and intentional. This approach allows teachers to tailor their instruction to the specific needs of each student, ensuring that every child receives the attention and support necessary to thrive academically. By concentrating on individual learning requirements, we are able to foster a more inclusive and effective educational environment.

Our SSI intervention team has been instrumental in supporting students who require additional assistance. The growth observed in these students is a testament to the effectiveness of the interventions, with some students even progressing to the point where they can exit the program. This success highlights the dedication of our intervention team and the positive impact of targeted support on student achievement.

Our Boyd Saturday School program has proven to be an invaluable asset in supporting our students' academic progress. By providing additional instructional time, we are able to offer targeted interventions and personalized learning experiences that address individual student needs. This focused approach has been instrumental in helping students meet and often exceed their projected growth targets. The program focuses on identified student needs and allows for the exploration of new concepts in a more relaxed and engaging environment. As a result, students gain confidence in their abilities and demonstrate improved performance in their academic pursuits.

We have implemented extended planning days dedicated to intervention planning, which have proven invaluable for our classroom teachers. These days provide an opportunity for educators to delve deeply into student data, allowing them to craft personalized plans that address the unique needs of each learner. This focused planning is crucial in driving student success and ensuring that all students receive the support they need.

Our Beginning of Year (BOY) and Middle of Year (MOY) data meetings serve as a platform for administrators and teachers to come together and reflect on student needs and growth. These meetings facilitate a collaborative approach to education, enabling us to make informed decisions that enhance student learning outcomes. By regularly reviewing data, we can adapt our strategies to better support our students' academic journeys.

Our ability to quickly identify student needs is a cornerstone of our educational approach, allowing us to implement timely interventions that promote student success. By swiftly recognizing areas where students require additional support, we can provide the necessary resources and guidance to help them overcome challenges and achieve their academic goals.

Individual student growth conferences held in the classroom with teachers are an essential part of our strategy to monitor progress and set goals throughout the school year. These conferences provide a personalized touch point for students, fostering a sense of accountability and ownership over their learning. By regularly assessing progress, we can ensure that students remain on track and motivated to reach their full potential.

The introduction of a new math curriculum has equipped our teachers with rigorous activities that are specifically designed to meet student needs. This curriculum not only challenges students but also aligns with their learning objectives, ensuring that they are engaged and motivated to excel in mathematics. The curriculum's focus on rigor and relevance is a key component of our commitment to high-quality education.

Community involvement through programs such as Big Brothers Big Sisters, Study Buddies, and PALS plays a vital role in building positive relationships with our students. These partnerships contribute significantly to student encouragement, confidence, and success by providing mentorship and support beyond the classroom. The involvement of community members enriches our educational environment and reinforces the importance of collaboration in achieving student success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Differentiated instructional groups should be adjusted more frequently.	The high needs of students at Boyd require a data-driven approach to providing strong and highly engaging instruction.
2★	Academic success is not comparable to other Allen ISD campuses.	Students lack a growth mindset and require support in goal setting, organization, and increasing stamina for work tasks.

★ = Priority

School Processes & Programs

Summary

Our campus map has been strategically designed to group departments in a manner that significantly reduces transition time between classes. This thoughtful arrangement not only minimizes the time students spend moving from one class to another but also reduces distractions typically encountered in hallways, thereby fostering a more focused and efficient learning environment.

The master schedule has been thoughtfully structured to include substantial, uninterrupted blocks of time dedicated to core instruction. This allows teachers to delve deeply into subject matter without the disruption of frequent transitions. Additionally, we have incorporated a daily intervention and enrichment block, which provides targeted support and challenges for students based on their individual needs. Furthermore, we have allocated specific time each day for Social Emotional Learning, recognizing its importance in fostering a well-rounded educational environment that supports both the academic and personal growth of our students. We are reviewing the timing of our math instruction to ensure that it aligns with the requirements of our new curriculum resources, guaranteeing that students have sufficient time to engage with and understand new material thoroughly.

We have ensured that all students have access to computer carts, including those in Dyslexia Therapy (DT) classes. Our technology infrastructure is robust, with functional equipment and prompt support services, including the provision of headphones to each individual student. This ensures that students can engage with digital learning tools seamlessly, enhancing their educational experience.

We have also prioritized the consistent availability of essential resources. This ensures that teachers and students have uninterrupted access to the materials they need for printing and other classroom activities, supporting a smooth and efficient educational process.

Our Reading Language Arts Instructional Coach, Math/Science Instructional Coach, and Behavior Coach collaborate regularly with teaching teams to design and execute learning activities that align with the Texas Essential Knowledge and Skills. This collaborative approach ensures that our instructional strategies are both effective and relevant, providing our educators with the necessary support to enhance their teaching practices. By embedding professional learning into the daily routine, we are able to identify and seize opportunities for curriculum and instructional improvement, ultimately benefiting our students' educational experiences.

Strengths

Our school is fortunate to have a team of strong educators who not only excel in their individual teaching capacities but also work collaboratively to support one another. This collaborative spirit fosters a dynamic learning environment where teachers are open to implementing new ideas and innovative teaching strategies, ensuring that our students receive a well-rounded and forward-thinking education. Instructional Coaches are dedicated to supporting Boyd students and staff and are available on a daily basis to plan, model, partner, and analyze student data and progress. Increases in planning, observation, modeling, and co-teaching with Instructional Coaches have become evident. A campus Care Coordinator is also on staff to support the needs of economically disadvantaged students and families.

In addition to our dedicated teaching staff, we have established robust behavioral support systems within our classrooms. These systems are designed to create a positive and conducive learning atmosphere, where students feel safe and supported. By addressing behavioral challenges proactively, we ensure that every student has the opportunity to thrive academically and socially. Discipline referrals have decreased as a result of a clearly articulated behavior plan and consistent positive reinforcements at the individual, classroom and campus levels.

Boyd staff members are provided with two additional days of professional learning each year. This allows staff the opportunity to learn new skills that can be applied throughout the school year. Teachers are encouraged to collaborate regularly and share their learning and classroom successes with their peers.

Our school operates with an "all hands-on deck" mentality, which means that every member of our school community is committed to contributing to the success of our students. This collective approach ensures that we are able to address challenges effectively

and celebrate achievements together, creating a strong and unified school culture.

Perceptions

Summary

At our school, we pride ourselves on fostering a strong sense of community where every member, from students to staff, feels a part of a larger family. This collective spirit is encapsulated in our belief that we are all in this together, working collaboratively to create a supportive and inclusive environment. By nurturing this sense of belonging, we ensure that everyone is motivated to contribute positively to our school culture. Boyd depends on strong community partnerships to support students and staff. Volunteerism through the Silver Eagles and Study Buddy programs has been consistent and is critical to our campus success. Parent surveys continue to indicate a strong desire to be involved with campus activities and to have opportunities to support the school. Parent involvement opportunities and participation have increased with high numbers of parents volunteering for field trips and Field Day. Reports indicate that students, families, and community members feel welcome at the school. By engaging parents, local organizations, and community leaders, we have built partnerships that enrich our educational programs and provide students with real-world learning opportunities. This increased involvement not only enhances the educational experience but also strengthens the ties between the school and the community, creating a network of support for our students.

Our commitment to shared academic responsibility is a cornerstone of our educational philosophy. Teachers and students work together to set goals, assess progress, and celebrate achievements. This collaborative approach empowers students to take ownership of their learning while allowing teachers to guide and support them effectively. By sharing the responsibility for academic success, we create a dynamic learning environment where everyone is invested in the outcomes.

Finally, we emphasize the importance of a growth mindset in all aspects of our school life. We encourage students and staff to view challenges as opportunities for growth and to persist in the face of setbacks. By cultivating a growth mindset, we inspire a love of learning and resilience, equipping our students with the skills they need to succeed both academically and personally.

Strengths

The unwavering support of our staff from our front office is a cornerstone of our school's success. Their dedication and efficiency ensure that our daily operations run smoothly, creating a welcoming and organized environment for students, parents, and faculty alike. This support allows our educators to focus on delivering high-quality instruction and fostering a positive learning atmosphere.

Our community engagement is evident through the enthusiastic attendance at events such as Trunk or Treat, Family Thanksgiving Feast and Trivia Night. These events not only bring our community together but also strengthen the bonds between students, parents, and staff. The successful sales and participation in wearing our House Color, Spirit Wear, and Field Day shirts further demonstrate our school spirit and unity. Additionally, the House Christmas Trees decorated by students showcase their creativity and contribute to a festive and inclusive school environment.

Community stakeholders such as the AISD Silver Eagles are committed to volunteering and providing support to the campus. They consistently come to campus to welcome students, make copies, facilitate parent engagement activities and serve on numerous campus committees, including the Campus Improvement Team and the Boyd PTA Executive Board.

We are proud of our students' commitment to their academic growth, as evidenced by their ability to set specific academic goals and their understanding of their MAP scores and growth. This self-awareness and goal-setting are crucial skills that empower students to take ownership of their learning journey and strive for continuous improvement.

Our Awards Ceremony is a vital tradition that acknowledges and celebrates the growth and achievements of our students. By recognizing their hard work and progress, we inspire them to continue striving for excellence and reinforce the value of perseverance and dedication in their educational pursuits.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Parent lack of knowledge and access to relevant educational tools reduces their ability to monitor student progress and support student learning at home.	Parents and guardians will benefit from training and resources to use when working with their students.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Staff members will benefit from continued training related to specific instructional needs of students.

A high number of students qualify for Special Education services.

2
★

Differentiated instructional groups should be adjusted more frequently.

The high needs of students at Boyd require a data-driven approach to providing strong and highly engaging instruction.

3
★

Academic success is not comparable to other Allen ISD campuses.

Students lack a growth mindset and require support in goal setting, organization, and increasing stamina for work tasks.

4
★

Parent lack of knowledge and access to relevant educational tools reduces their ability to monitor student progress and support student learning at home.

Parents and guardians will benefit from training and resources to use when working with their students.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data

- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rti) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data

Employee Data

- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Boyd Elementary educators will implement processes for identifying student needs, successfully responding to those needs, and resulting in increases in student performance.

Evaluation Data Source: Student intervention tracking log, Progress Monitoring documentation, mClass/MAP/STAAR Student Growth data

Strategy 1

Staff training related to process for successfully educating and supporting students who have not previously demonstrated annual academic growth.

Strategy's Expected Result/Impact: Increased academic success.
Appropriate support services provided to every child.

Staff Responsible for Monitoring: Administrators
Special Education Case Managers and Diagnostician
Learning Support Specialist
SSI Team

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Utilize House Huddles to encourage collaboration, celebrate achievements, and create a sense of belonging for all students and staff.

Strategy's Expected Result/Impact: Increased academic achievement and decreased behavior referrals.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: Team-building resources Title I, Part A,

Formative Reviews

No Progress

September

December

March

May

Strategy 3

Implement instructional strategies that maximize student growth across grade levels.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1

Funding Sources: Supplemental Support and Instructional Resources Title I, Part A, \$1,298,791

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Staff members will benefit from continued training related to specific instructional needs of students.

A high number of students qualify for Special Education services.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Differentiated instructional groups should be adjusted more frequently.

The high needs of students at Boyd require a data-driven approach to providing strong and highly engaging instruction.

2

Academic success is not comparable to other Allen ISD campuses.

Students lack a growth mindset and require support in goal setting, organization, and increasing stamina for work tasks.

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

Performance Objective 1

Boyd Elementary educators will create engaging and challenging learning experiences that meet each student at their level of need and lead to academic growth.

Evaluation Data Source: Classroom walkthroughs and observations, Lesson Plans, mClass/MAP/STAAR data

Strategy 1

Boyd Elementary leaders will partner with contracted services and other district staff to facilitate professional development sessions such as "Kagan Brain-Friendly Teaching" which focus on creating engaging learning experiences for students.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators
Learning Support Specialists
Team Leaders

Problem Statements: Demographics 1

Funding Sources: Supplemental Instructional Support and Professional Learning Title II, Part A, \$95,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Learning Support Specialists will work with teaching staff to develop and administer module assessments and use data collected to inform next instructional steps.

Strategy's Expected Result/Impact: Closing of student gaps and increased student achievement

Staff Responsible for Monitoring: Administrators
Learning Support Specialists

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Boyd staff members will participate in intentional extended collaborative planning opportunities around intervention and enrichment at least one time per quarter.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators
Learning Support Specialists

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Boyd staff members will create structures that allow all 5th Grade students the opportunity to attend 5th Grade Camp at Camp Allaso in order to provide interactive science-based experiences that support mastery of the 5th Grade Science TEKS.

Strategy's Expected Result/Impact: Increased academic success on 5th Grade STAAR

Staff Responsible for Monitoring: Administrators
Learning Support Specialists

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Staff members will benefit from continued training related to specific instructional needs of students.	A high number of students qualify for Special Education services.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Differentiated instructional groups should be adjusted more frequently.	The high needs of students at Boyd require a data-driven approach to providing strong and highly engaging instruction.

Performance Objective 2

Boyd Elementary educators will implement strategies for decreasing failure rates in core content areas and state assessments.

Evaluation Data Source: Reduction in the percentage of students who fail core content courses, mClass/MAP/STAAR data

Strategy 1

Effectively implement token boards, behavior intervention plans and accommodations that support students with academic tasks.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators
Learning Support Specialists

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Teach organizational strategies and allow students time to practice skills each week.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Implement a Saturday School program to support student learning and to provide Accelerated Instruction hours for students in grades 3-6.

Strategy's Expected Result/Impact: Increased student achievement for students in Grades 3-6

Staff Responsible for Monitoring: Campus administration
Instructional Leadership Team

Problem Statements: Student Learning 2

Funding Sources: Staff Payroll and Student Transportation Title I, Part A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Increase meaningful opportunities for family participation at school through quarterly activities which include hard copy surveys to encourage stakeholder feedback.

Strategy's Expected Result/Impact: Increased parent/guardian participation

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

Funding Sources: Parent Family Engagement Title I, Part A, \$144,311

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Staff members will benefit from continued training related to specific instructional needs of students.	A high number of students qualify for Special Education services.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Academic success is not comparable to other Allen ISD campuses.	Students lack a growth mindset and require support in goal setting, organization, and increasing stamina for work tasks.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Parent lack of knowledge and access to relevant educational tools reduces their ability to monitor student progress and support student learning at home.	Parents and guardians will benefit from training and resources to use when working with their students.

Goal 3

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

Performance Objective 1

Boyd Elementary staff will help students develop self-awareness and interpersonal skills that result in fewer disciplinary referrals.

Evaluation Data Source: Discipline referral data

Strategy 1

Boyd educators will utilize SEL time to help students develop skills in setting goals and tracking goal progress.

Strategy's Expected Result/Impact: Increased academic success
Increased feelings of pride and accomplishment associated with school

Staff Responsible for Monitoring: Administrators
Behavior Coach
Counselor

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Boyd educators will work as a grade level team to guide students through a community service project at least one time per year.

Strategy's Expected Result/Impact: Offering activities that are beneficial and important to community members.

Staff Responsible for Monitoring: Administrators
Campus Improvement Team
Team Leaders
CARE Coordinator

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Academic success is not comparable to other Allen ISD campuses.

Students lack a growth mindset and require support in goal setting, organization, and increasing stamina for work tasks.

Performance Objective 2

Boyd Elementary educators will provide support and resources to improve achievement of students served in special programs.

Evaluation Data Source: Progress Monitoring forms, mCLASS/MAP/STAAR/TELPAS data

Strategy 1

Provide supplemental support for emergent bilingual students to promote English language acquisition and academic achievement.

Strategy's Expected Result/Impact: Increased levels of academic progress for students identified as English Learners

Staff Responsible for Monitoring: Administrators
EL Facilitator

Funding Sources: Designated funds support staffing, resources, and Professional Learning for English Language Facilitators and dual language programs Bilingual/ESL: State Special Allotment, \$907

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Provide learning experiences and services for Special Education students to support individual learning needs.

Strategy's Expected Result/Impact: Increased levels of academic progress for students served through Special Education

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 1

Funding Sources: Designated funds include some Special Education staffing and/or resources Special Education: State Special Allotment, \$873,001

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.

Strategy's Expected Result/Impact: Increased levels of academic progress for at-risk students

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 1

Funding Sources: Funds designated to supplement the regular education program for educationally disadvantaged and at-risk students Comp Ed: State Special Allotment, \$100,368

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Provide enrichment opportunities for gifted learners that promote critical and creative thinking.

Strategy's Expected Result/Impact: Increased levels of academic progress for students identified as Gifted and Talented

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 1

Funding Sources: Designated funds include some GT staffing and/or resources GT Allotment, \$40,819

Formative Reviews

Some Progress

September

December

March

May

Strategy 5

Provide learning experiences and services for dyslexia students to support individual learning needs.

Strategy's Expected Result/Impact: Increased levels of academic progress for dyslexia students

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Differentiated instructional groups should be adjusted more frequently.

The high needs of students at Boyd require a data-driven approach to providing strong and highly engaging instruction.

Performance Objective 3 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading Language Arts assessment will increase from 42% to 44.5% by Spring 2029.

Evaluation Data Source: Third Grade STAAR Reading

Strategy 1

Boyd Elementary educators who work with students in Kindergarten through 3rd Grade will implement the HMH Curriculum with fidelity and implement evidence-based practices that positively impact student literacy achievement.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Administrators
Classroom Teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Boyd Elementary educators who work with primary students will identify gaps in literacy foundational skills utilizing mClass and/or MAP Growth Reading data to determine specific deficit areas for individual students. Data will be used to guide both core instruction as well as intervention services to close gaps.

Strategy's Expected Result/Impact: Increased student achievement in the area of early literacy

Staff Responsible for Monitoring: Administrators
Classroom Teachers

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Differentiated instructional groups should be adjusted more frequently.

The high needs of students at Boyd require a data-driven approach to providing strong and highly engaging instruction.

Performance Objective 4 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math assessment will increase from 26% to 28.5% by Spring 2029.

Evaluation Data Source: Third Grade STAAR Math

Strategy 1

Boyd Elementary educators who work with students in Kindergarten through 3rd Grade will

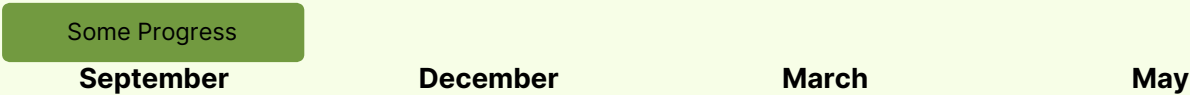
implement the AISD Math Curriculum with fidelity and implement evidence-based practices that positively impact student achievement in Mathematics.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Administrators
Classroom Teachers

Problem Statements: Student Learning 1

Formative Reviews



Strategy 2

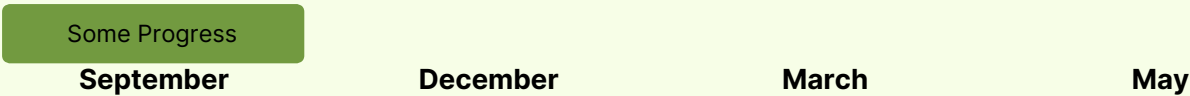
Boyd Elementary educators who work with 3rd Grade students will strengthen instructional approaches and identify gaps in mathematics foundational skills utilizing MAP Growth Math data to determine specific deficit areas for individual students. Data will be used to guide both core instruction as well as intervention services to close gaps.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Administrators
Classroom Teachers

Problem Statements: Student Learning 1

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement		Root Cause
1	Differentiated instructional groups should be adjusted more frequently.	The high needs of students at Boyd require a data-driven approach to providing strong and highly engaging instruction.

Performance Objective 5

Boyd Elementary will increase the percentage of Fifth Grade students that score at Approaches Grade Level or above on STAAR Science from 56% to 65% by June 2027.

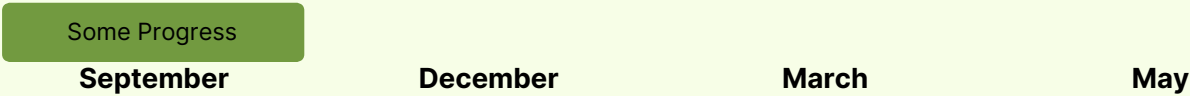
Strategy 1

Boyd Elementary educators who work with 5th Grade students will strengthen instructional approaches and identify gaps in Science foundational skills utilizing MAP Growth Science data to determine specific deficit areas for individual students. Data will be used to guide both core instruction as well as intervention services to close gaps.

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Differentiated instructional groups should be adjusted more frequently.	The high needs of students at Boyd require a data-driven approach to providing strong and highly engaging instruction.



Funding Summary

Funding Summary

Dyslexia: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Designated funds support staffing, resources, and Professional Learning for English Language Facilitators and dual language programs	--	\$907.00
Sub-Total					\$907.00
Budgeted Fund Source Amount					\$907.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Funds designated to supplement the regular education program for educationally disadvantaged and at-risk students	--	\$100,368.00
Sub-Total					\$100,368.00
Budgeted Fund Source Amount					\$100,368.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Designated funds include some Special Education staffing and/or resources	--	\$873,001.00
Sub-Total					\$873,001.00
Budgeted Fund Source Amount					\$873,001.00
+/- Difference					\$0.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Team-building resources	--	\$0.00
1	1	3	Supplemental Support and Instructional Resources	--	\$1,298,791.00
2	2	3	Staff Payroll and Student Transportation	--	\$0.00
2	2	4	Parent Family Engagement	--	\$144,311.00
Sub-Total					\$1,443,102.00
Budgeted Fund Source Amount					\$1,443,102.00
+/- Difference					\$0.00

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental Instructional Support and Professional Learning	--	\$95,000.00
Sub-Total					\$95,000.00
Budgeted Fund Source Amount					\$95,000.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4	Designated funds include some GT staffing and/or resources	--	\$40,819.00
Sub-Total					\$40,819.00
Budgeted Fund Source Amount					\$40,819.00
+/- Difference					\$0.00

Alton Boyd Elementary Parent and Family Engagement Policy

2026-2027



Parent and Family Engagement (PFE) Program	
Expectations & Objectives	Our parent and family engagement program is designed to strengthen partnerships between home and school to support student academic success. This program fosters two-way communication between families and educators, helping parents better understand their child's learning needs, progress, and opportunities for support. Research shows that effective family engagement contributes to stronger homework completion rates, increased focus during instruction, and improved relationships between parents, students, and school staff—all critical to student success. To ensure the effectiveness of our engagement efforts, we will jointly develop, agree on, and distribute a written Parent and Family Engagement Policy that reflects the priorities and voices of our families. This policy will guide our planning and implementation of meaningful activities that promote collaborative learning, shared decision-making, and inclusive participation. All efforts are aligned with our commitment to providing a high-quality education and ensuring that every student is supported by a strong school–family partnership.
Title I Funding	Allen ISD receives and allocates Title I, Part A funds under federal guidelines to support schools with high percentages of students from low-income families. These funds provide targeted academic support to help close achievement gaps and ensure all students have access to a fair, equitable, and high-quality education.
TEA Review	The Texas Education Agency (TEA) conducts annual program monitoring validations to ensure local education agencies (LEAs) comply with federal requirements related to the PFE program. All use of PFE funding and related activities is subject to review during these validations.

Boyd Elementary will:

- Aim to establish and implement a Parent Advisory Board composed of family members who will collaborate with educators and community members to plan, develop, evaluate, and revise parent engagement supports and school improvement efforts through regularly scheduled meetings.
- Build the schools' and parents' capacity for parental involvement in the following ways:
 - Provide parent training
 - Meet the Teacher event
 - Host parent and family engagement events (Trivia and Math Nights)
 - Train school staff
 - Distribute clear, user-friendly information
 - Provide materials and resources
 - Use multiple methods of communication
 - Seek parent input
- Communicate information about school programs through multiple channels, including newsletters, campus announcements, Finals site communication, and direct communication from staff. ESSA Section 1116(c)(4)(A)
- Offer a flexible number of meeting dates and times based on parent feedback to accommodate parents and families, including holding the Title I annual parent meeting on two different dates and times to ensure greater availability for participation, per ESSA Sections 1116(c)(1) and (c)(2).
- Hold an annual Title I meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will offer this meeting on two different days and times so that as many parents as possible can attend. The school will encourage attendance by:
 - Linking the meeting with other pertinent school information or events
 - Finals site communication
 - Sending flyers through email and in hard copy, or a student sticker
- Assist parents in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, how to monitor a child's progress, and

	how to work with educators to improve the achievement of their child(ren). Section 1116(e)(1) • Provide materials and training to help parents work with their child(ren) to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. Section 1116(e)(2) • Conduct evaluations of PFE events at school and collect and use the data to guide discussions during the review and revisions of the PFE • Coordinate and integrate parent and family engagement strategies under Title I, Part A, with other relevant federal, state, and local programs, to the extent feasible and appropriate, to maximize impact and support families holistically. This coordination includes partnerships with early childhood programs and community organizations, as well as alignment with district initiatives, such as Raising Eagles, Community Engagement Night, New to Allen Family Events, and parent sessions for emergent bilingual families offered in collaboration with Region 10 Education Service Center and the Bilingual/ESL Department. These efforts are designed to encourage and support parent participation, foster at-home academic support, and strengthen meaningful family engagement. Section 1116(a)(2)(C) and Section 1116(e)(4)
Distribution of the PFE Policy	In accordance with ESSA Section 1116(b)(1), Boyd Elementary will distribute the Parent and Family Engagement (PFE) Policy to parents and the community by: • Posting it on the school website • Sending it electronically to parents
Parent Involvement Regarding Programs, Program Plan, and the PFE Policy	Boyd Elementary will collaborate with parents and families to jointly: • Develop, evaluate, and revise the Parent and Family Engagement (PFE) Policy. ESSA Section 1116(a)(2)(D) and Section ESSA 1116(b)(1) • Develop and revise the School-Parent Compact. ESSA 1116(b)(1) • Develop, evaluate, and revise the Schoolwide Plan, also known as the Campus Improvement Plan (CIP), including its Comprehensive Needs Assessment (CNA). ESSA Section 1114(b)(2)

	Parents will be provided with multiple opportunities to participate in the processes outlined above, through the activities and strategies described below: • Meet the Teacher event • Parent/Teacher conferences • Parent and family engagement events (Trivia Night, Math Night) • Parent trainings • Surveys (BOY, MOY, and EOY) • Campus Improvement Team meetings • Parent Advisory Board meetings
Parent/Family Trainings and Activities	Parent/family trainings and parent and family engagement events are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Some of the planned trainings and activities for this school year are listed below. The dates and times are subject to change. Any changes made will be communicated via newsletters and/or email. • Meet the Teacher ◦ August 11, 2026, 4:30- 6:00 pm • Annual Title I Parent Meeting; ESSA Section 1116(c)(1) (in-person and virtual) ◦ August 11, 2026, 4:00 pm Boyd Elementary Library ◦ August 25, 2026, 8:30 am via Zoom • Parent Training ◦ Assist parents in understanding the challenging State standards, State and local assessments, and how to monitor their child's progress. ESSA Section 1116(e)(1) ■ August 26, 8:30 am via Zoom ◦ Explain the annual school report cards, student curriculum and assessment, and STAAR tests. Provide clear information on how parents may receive/view state and local report cards, AND a translated version. ESSA Section, 1116(c)(4)(B), Section 1116(d)(1), and Section 1116(d)(2)(B) ■ Allen ISD will make quarterly report cards and annual state assessment results available to parents through Skyward Family Access as soon as they are released.

	○ Outreach to parents and families of emergent bilingual students and inform them how they can be involved in the education of their children and assist their children to attain English proficiency at high levels. ESSA Section 1112(e)(3)(C) ● Provide materials and training to help parents work with their children to improve their children's achievement. ESSA Section 1116(e)(2) ○ Parent and Family Engagement events ○ Classroom teacher communication ● Trivia Night ○ September 24, 2026, 5:30-7:00 pm Boyd Elementary Cafeteria ● Parent/Teacher Conferences ○ October 16, 2026, at Boyd Elementary, 7:30 am - 4:00 pm ● Halloween Trunk or Treat ○ October 29, 2026, 5:00-6:30 pm Boyd Elementary ● Boyd Thanksgiving Dinner ○ November 19, 2026, 5:00-7:00 pm Boyd Elementary Cafeteria Additional training and events will be announced via newsletters and email.
Parents' Right-To-Know	Boyd Elementary will inform parents of their right to request information regarding the professional qualifications of their child's teacher(s) and any paraprofessionals supporting their child, as well as information about testing transparency related to student assessments, in accordance with ESSA Sections 1112(e)(1-2) by: ● Including this information in the Annual Title I Parent Meeting ● Distributing it electronically through a parent newsletter In accordance with ESSA Section 1112(e)(1)(B), Boyd Elementary will provide written notification to parents/guardians via email and/or the Finalsite communication system if their child is taught for four or more consecutive weeks by a teacher who is uncertified or not appropriately certified for the grade/subject area being taught.
Campus Staff Training	Allen ISD will provide training to campus staff, both at the beginning of the school year and on an ongoing basis, to build understanding of the key components of Title I, Part A, and support effective implementation at the campus level. The training will include the intent and purpose of Title I, Part A, including why a campus qualifies as a Title I school and the associated benefits and responsibilities. Additional topics will include

	the elements of a Schoolwide Program, with specific guidance on conducting a Comprehensive Needs Assessment (CNA), developing a Campus Improvement Plan (CIP) aligned with identified needs, and implementing effective Parent and Family Engagement (PFE) strategies. The training will also address the development and use of the School-Parent Compact as a tool for shared responsibility in student learning. In alignment with Section 1116(e)(3), the training will also focus on the value and utility of parents' contributions to the educational process, equipping staff with strategies to communicate with and work with parents as equal partners. Staff will receive guidance on effectively implementing and coordinating parent programs, as well as strengthening the connection between families and the school. All training will focus on building capacity, ensuring compliance, and fostering collaborative partnerships among families, educators, and campus leaders.
Curriculum and Forms of Academic Assessments	Allen ISD uses curriculum aligned with the Texas Essential Knowledge and Skills (TEKS), the state standards that outline what students are expected to know and be able to do at each grade level. The following curriculum resources are used across our elementary campuses: • K-5 Math: Bluebonnet • K-5 ELA: HMH: Into Reading Texas • K-5 Social Studies: Savvas My World • K-6 Science: Savvas Texas Experience 6th Math: HMH 6th ELA: Springboard 6th World Cultures: McGraw-Hill For more information, please contact your child's teacher. Allen ISD employs a comprehensive approach to monitoring student progress toward meeting the challenging academic standards outlined in the Texas Essential Knowledge and Skills (TEKS). A variety of assessment tools are used to measure growth and inform instruction, including mCLASS, MAP, and classroom-based assessments. The State of Texas Assessments of Academic Readiness (STAAR) is administered in state-required grade levels and content areas to evaluate student mastery of grade-level standards. ESSA Section 1116(c)(4)(B)
Expected Achievement Levels On Academic Assessments	The State's Performance Standards can be found on the following Texas Education Agency website: TEA STAAR Performance Standards
How To Get Involved, Provide Feedback, and/or Request Regular Meetings	Parents are encouraged to be active partners in the school community by participating in parent and family engagement events, attending trainings and meetings, and serving on school committees. Individuals interested in volunteering or joining a committee are

	invited to contact the Principal directly via email. In accordance with ESSA Sections 1116(c)(1) and Section 1116(c)(4)(C), Boyd Elementary provides parents with meaningful opportunities to communicate suggestions, share concerns, and actively participate in decisions related to their child's education. Parents are invited to attend regular meetings throughout the year, such as parent/teacher conferences, parent and family engagement events, and committee meetings, where they can formulate suggestions and contribute to school planning processes. Parents may also request a meeting by contacting the Principal by email or phone. These opportunities ensure that parent input is considered in the development and evaluation of school programs.
Translation Statement	Allen ISD shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Section 1116(e)(5) To request a translated version of the Boyd Elementary Parent and Family Engagement Policy, please contact the Boyd Elementary office at (972) 727-0560. This information is also included in school newsletters to ensure families are aware of translation availability. Para solicitar una versión traducida de la Política de Participación de Padres y Familias de la Escuela Primaria Boyd, comuníquese con la oficina de Boyd Elementary al (972) 727-0560. Esta información también se incluye en los boletines escolares para asegurar que las familias estén informadas sobre la disponibilidad de traducciones.

Alton Boyd Elementary Parent and Family Engagement Policy

2026-2027



Parent and Family Engagement (PFE) Program	
Expectativas y Objetivos	Nuestro programa de participación de padres y familias está diseñado para fortalecer la colaboración entre el hogar y la escuela para apoyar el éxito académico de los estudiantes. Este programa fomenta la comunicación bidireccional entre familias y educadores, ayudando a los padres a comprender mejor las necesidades de aprendizaje, el progreso y las oportunidades de apoyo de sus hijos. Las investigaciones demuestran que una participación familiar eficaz contribuye a mejores tasas de finalización de tareas, mayor concentración durante la instrucción y mejores relaciones entre padres, estudiantes y personal escolar; todo ello fundamental para el éxito estudiantil. Para garantizar la eficacia de nuestras iniciativas de participación, desarrollaremos, acordaremos y distribuiremos conjuntamente una Política de Participación de Padres y Familias por escrito que refleje las prioridades y las opiniones de nuestras familias. Esta política guiará la planificación e implementación de actividades significativas que promuevan el aprendizaje colaborativo, la toma de decisiones compartida y la participación inclusiva. Todos nuestros esfuerzos están alineados con nuestro compromiso de brindar una educación de alta calidad y garantizar que cada estudiante reciba el apoyo de una sólida colaboración entre la escuela y la familia
Título I Fondo	El Distrito Escolar Independiente de Allen recibe y asigna fondos del Título I, Parte A, según las directrices federales, para apoyar a las escuelas con un alto porcentaje de estudiantes de familias de bajos ingresos. Estos fondos brindan apoyo académico específico para ayudar a cerrar las brechas de rendimiento y garantizar que todos los estudiantes tengan acceso a una educación justa, equitativa y de alta calidad.

Revisión de TEA	La Agencia de Educación de Texas (TEA) realiza validaciones anuales de monitoreo del programa para garantizar que las agencias educativas locales (LEA) cumplan con los requisitos federales relacionados con el programa PFE. Todo uso de los fondos PFE y las actividades relacionadas están sujetas a revisión durante estas validaciones.
La Escuela Elementaria Boyd:	● Trabaja en establecer e implementar un Consejo Asesor de Padres compuesto por miembros de la familia que colaborarán con educadores y miembros de la comunidad para planificar, desarrollar, evaluar y revisar los apoyos para la participación de los padres y los esfuerzos de mejora escolar a través de reuniones programadas regularmente. ● Desarrollará la capacidad de las escuelas y de los padres para la participación parental de las siguientes maneras: ○ Proporcionando capacitación a los padres ○ Evento para Conocer al Maestro ○ Organizando eventos de participación para padres y familias (Noches de trivia y matemáticas) ○ Capacitando al personal de la escuela ○ Distribuyendo información clara y fácil de usar ○ Proporcionando materiales y recursos ○ Utilizando múltiples métodos de comunicación ○ Buscando la opinión de los padres ● Comunicará información sobre los programas escolares a través de diversos canales, como boletines informativos, anuncios del plantel, comunicaciones de Finals y comunicación directa con el personal. Sección 1116(c)(4)(A) de la ESSA. ● Ofrecerá un número flexible de fechas y horarios de reunión en función de los comentarios de los padres para adaptarse a los padres y las familias, incluida la celebración de la reunión anual de padres del Título I en dos fechas y horarios diferentes para garantizar una mayor disponibilidad para la participación, según las Secciones 1116(c)(1) y (c)(2) de ESSA. ● Ofrecerá una reunión anual del Título I para informar a los padres sobre la participación de la escuela en los programas del Título I, Parte A, y para explicar los requisitos del Título I, Parte A, así como el derecho de los padres

a participar en dichos programas. La escuela ofrecerá esta reunión en dos días y horarios diferentes para que el mayor número posible de padres pueda asistir. La escuela fomentará la asistencia mediante:

- Vínculo de la reunión con otra información o eventos escolares pertinentes
 - Comunicación final
 - Envío de volantes por correo electrónico y en copia impresa, o una calcomanía para estudiantes.
- Ayudará a los padres a comprender temas como los exigentes estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos del programa de participación de padres y familias, cómo supervisar el progreso de un niño y cómo colaborar con los educadores para mejorar el rendimiento de sus hijos. Sección 1116(e)(1)
 - Proporcionará materiales y capacitación para ayudar a los padres a colaborar con sus hijos para mejorar su rendimiento académico, como la alfabetización y el uso de la tecnología (incluida la educación sobre los daños de la piratería de derechos de autor), según corresponda, para fomentar la participación parental. Sección 1116(e)(2)
 - Realizará evaluaciones de los eventos de PFE en la escuela y recopilar y utilizar los datos para guiar los debates durante la revisión y las modificaciones del PFE.
 - Coordinará e integrará las estrategias de participación de padres y familias, bajo el Título I, Parte A, con otros programas federales, estatales y locales pertinentes, en la medida de lo posible y apropiado, para maximizar el impacto y apoyar a las familias de forma integral. Esta coordinación incluye colaboraciones con programas de primera infancia y organizaciones comunitarias, así como la alineación con iniciativas del distrito, como Raising Eagles, la Noche de Participación Comunitaria, los Eventos Familiares para Recién Llegados a Allen y las sesiones para padres de familias bilingües emergentes, ofrecidas en colaboración con el Centro de Servicios Educativos de la Región 10 y el Departamento Bilingüe/ESL. Estas iniciativas están diseñadas para fomentar y apoyar la participación de los padres, fomentar el apoyo académico en el hogar y fortalecer la participación familiar significativa. Sección 1116(a)(2)(C) y Sección 1116(e)(4)

Distribución de la Póliza PFE	De conformidad con la Sección 1116(b)(1) de ESSA, la Escuela Primaria Boyd distribuirá la Política de Participación de Padres y Familias (PFE) a los padres y la comunidad mediante: • Publicaciones en el sitio web de la escuela. • Envío electrónico directamente a los padres
Programas Acerca de Involucramiento de Padres, Plan de Programa, y la Póliza de PFE	Boyd Elementary colaborará con los padres y familias para que en conjunto: • Desarrollar, evaluar y revisar la Política de Participación de Padres y Familias (PFE). ESSA, Sección 1116(a)(2)(D) y Sección 1116(b)(1) • Desarrollar y revisar el Pacto entre la Escuela y los Padres. ESSA 1116(b)(1) • Desarrollar, evaluar y revisar el Plan Escolar, también conocido como Plan de Mejora del Plantel (PIC), incluyendo su Evaluación Integral de Necesidades (EIN). Sección 1114(b)(2) de la ESSA. A los padres se les brindarán múltiples oportunidades para participar en los procesos descritos anteriormente, a través de las actividades y estrategias que se describen a continuación: • Evento para Conocer al Maestro • Conferencias de padres y maestros • Organizar eventos de participación para padres y familias (Noches de trivia y matemáticas) • Capacitación de padres • Encuestas (BOY, MOY, and EOY) • Reuniones del equipo de mejora del plantel • Reuniones del Consejo Asesor de Padres
Actividades de Entrenamiento para Padres/Familias	Capacitaciones para padres y familias, así como los eventos de participación familiar, ofrecen oportunidades para que los miembros de la familia adquieran nuevos conocimientos y habilidades de otros padres, miembros de la comunidad y educadores. A continuación, se detallan algunas de las capacitaciones y actividades planificadas para este año escolar. Las fechas y horarios están sujetos a cambios.

Cualquier cambio se comunicará mediante boletines informativos o correo electrónico.

- Conoce al Maestro
 - Agosto 11, 2026, 4:30- 6:00 pm
- Título Anual I Reunión de Padres; ESSA Sección 1116(c)(1) en persona y virtual)
 - Agosto 11, 2026, 4:00 pm Biblioteca de la Escuela Boyd
 - Agosto 25, 2026, 8:30 am via Zoom
- Entrenamiento de Padres
 - Ayudar a los padres a comprender los exigentes estándares estatales, las evaluaciones estatales y locales, y cómo supervisar el progreso de sus hijos. Sección 1116(e)(1) de la ESSA
 - Agosto 26, 8:30 am via Zoom
 - Explicar las boletas de calificaciones escolares anuales, el currículo y la evaluación estudiantil, y las pruebas STAAR. Proporcionar información clara sobre cómo los padres pueden recibir/consultar las boletas de calificaciones estatales y locales, y una versión traducida. ESSA, Sección 1116(c)(4)(B), Sección 1116(d)(1) y Sección 1116(d)(2)(B).
 - Allen ISD pondrá a disposición de los padres los boletines de calificaciones trimestrales y los resultados de las evaluaciones estatales anuales a través de Skyward Family Access tan pronto como se publiquen.
 - Comunicarse con los padres y familias de estudiantes bilingües emergentes e informarles cómo pueden participar en la educación de sus hijos y ayudarlos a alcanzar un alto nivel de dominio del inglés. ESSA, Sección 1112(e)(3)(C)
- Proporcionar materiales y capacitación para ayudar a los padres a colaborar con sus hijos para mejorar su rendimiento académico. Sección 1116(e)(2) de la ESSA
 - Eventos de participación de padres y familias
 - Comunicación de maestros en el aula

	● Noche de Trivia ○ Septiembre 24, 2026, 5:30-7:00 pm Cafetería de la Escuela Boyd ● Conferencias de Padres y Maestros ○ Octubre 16, 2026, en la Escuela Boyd, 7:30 am - 4:00 pm ● “Trunk or Treat” en Halloween ○ Octubre 29, 2026, 5:00-6:30 pm en la Escuela Boyd ● Cena de Acción de Gracias en Boyd ○ Noviembre 19, 2026, 5:00-7:00 pm Cafetería de la Escuela Boyd Se anunciarán capacitaciones y eventos adicionales mediante boletines informativos y correo electrónico.
El Derecho-a-Saber de los Padres	La Escuela Primaria Boyd informará a los padres sobre su derecho a solicitar información sobre las calificaciones profesionales de los maestros de sus hijos y de cualquier paraprofesional que apoye a su hijo, así como información sobre la transparencia de las pruebas relacionadas con las evaluaciones de los estudiantes, de conformidad con las Secciones 1112(e)(1-2) de ESSA mediante: ● Incluir esta información en la Reunión Anual de Padres del Título I ● Distribuirlo electrónicamente a través de un boletín informativo para padres De acuerdo con la Sección 1112(e)(1)(B) de ESSA, la Escuela Primaria Boyd proporcionará una notificación por escrito a los padres/tutores por correo electrónico y/o el sistema de comunicación Finalsite si su hijo recibe clases durante cuatro o más semanas consecutivas de un maestro que no está certificado o no está certificado apropiadamente para el grado/área temática que se enseña.
Capacitación de Personal	Allen ISD brindará capacitación al personal del plantel, tanto al inicio del año escolar como de forma continua, para comprender mejor los componentes clave del Título I, Parte A, y apoyar su implementación efectiva en el plantel. La capacitación abordará la intención y el propósito del Título I, Parte A, incluyendo por qué un plantel califica como una escuela de Título I y los beneficios y responsabilidades asociados. También se abordarán los elementos de un Programa Escolar, con orientación específica sobre la realización de una Evaluación Integral de Necesidades (CNA), el desarrollo de un Plan de Mejora del Plantel (CIP) alineado con las necesidades identificadas y la implementación eficaz de un Plan de Padres y Familias. Estrategias de Participación Familiar (PFE). La capacitación también abordará el desarrollo y uso del Pacto

	Escuela-Padres como herramienta para la responsabilidad compartida en el aprendizaje estudiantil. De acuerdo con la Sección 1116(e)(3), la capacitación se centrará en el valor y la utilidad de las contribuciones de los padres al proceso educativo, dotando al personal de estrategias para comunicarse y trabajar con ellos como socios en igualdad de condiciones. El personal recibirá orientación sobre la implementación y coordinación efectiva de programas para padres, así como para fortalecer la conexión entre las familias y la escuela. Toda la capacitación se centrará en el desarrollo de capacidades, el cumplimiento normativo y el fomento de la colaboración entre familias, educadores y líderes del plantel.								
Currículo y Formulaios de Evaluaciones Académicas	En Allen ISD utilizamos un currículo alineado con los Conocimientos y Habilidades Esenciales de Texas (TEKS), los estándares estatales que describen lo que se espera que los estudiantes sepan y puedan hacer en cada grado. Los siguientes recursos curriculares se utilizan en nuestras escuelas primarias: <table> <tr> <td>K-5 Matemática: Bluebonnet</td><td>6th Matemática: HMH</td></tr> <tr> <td>K-5 ELA: HMH: Into Reading Texas</td><td>6th ELA: Springboard</td></tr> <tr> <td>K-5 Estudios Sociales: Savvas My World</td><td>6th Culturas del Mundo: McGraw-Hill</td></tr> <tr> <td>K-6 Ciencia: Savvas Texas Experience</td><td></td></tr> </table> Para obtener más información, comuníquese con el maestro de su hijo. Allen ISD emplea un enfoque integral para supervisar el progreso estudiantil hacia el cumplimiento de los exigentes estándares académicos descritos en los Conocimientos y Habilidades Esenciales de Texas (TEKS). Se utilizan diversas herramientas de evaluación para medir el progreso y orientar la instrucción, incluyendo mCLASS, MAP y evaluaciones en el aula. Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR) se administran en los grados y áreas de contenido requeridos por el estado para evaluar el dominio de los estándares de cada grado por parte de los estudiantes. ESSA, Sección 1116(c)(4)(B)	K-5 Matemática: Bluebonnet	6th Matemática: HMH	K-5 ELA: HMH: Into Reading Texas	6th ELA: Springboard	K-5 Estudios Sociales: Savvas My World	6th Culturas del Mundo: McGraw-Hill	K-6 Ciencia: Savvas Texas Experience	
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K-5 Estudios Sociales: Savvas My World	6th Culturas del Mundo: McGraw-Hill								
K-6 Ciencia: Savvas Texas Experience									
Niveles de Logro Esperados en las Evaluaciones Académicas	Los estándares de desempeño del estado se pueden encontrar en el siguiente sitio web de la Agencia de Educación de Texas: Estándares de rendimiento de STAAR de la TEA								
Cómo Participar, Brindar Retroalimentación y/o Solicitar Reuniones Periódicas	Se anima a los padres a ser colaboradores activos en la comunidad escolar participando en eventos de participación parental y familiar, asistiendo a								

	capacitaciones y reuniones, y participando en los comités escolares. Si está interesado en ser voluntario o unirse a un comité, puede contactar directamente con el director por correo electrónico. Conforme a las Secciones 1116(c)(1) y 1116(c)(4)(C) de la ESSA, la Escuela Primaria Boyd ofrece a los padres oportunidades significativas para comunicar sugerencias, compartir inquietudes y participar activamente en las decisiones relacionadas con la educación de sus hijos. Se les invita a asistir a reuniones periódicas durante todo el año, como conferencias de padres y maestros, eventos de participación de padres y familias, y reuniones de comités, donde pueden formular sugerencias y contribuir a los procesos de planificación escolar. También pueden solicitar una reunión contactando al director por correo electrónico o teléfono. Estas oportunidades garantizan que las opiniones de los padres se tengan en cuenta en el desarrollo y la evaluación de los programas escolares.
Declaración de Traducción	Allen ISD se asegurará de que la información relacionada con los programas, reuniones y otras actividades escolares y para padres se envíe a los padres de los niños participantes en un formato y, en la medida de lo posible, en un idioma que los padres puedan comprender. Sección 1116(e)(5). Para solicitar una versión traducida de la Política de Participación de Padres y Familias de la Escuela Primaria Boyd, comuníquese con la oficina de Boyd Elementary al (972) 727-0560. Esta información también se incluye en los boletines escolares para asegurar que las familias estén informadas sobre la disponibilidad de traducciones. To request a translated version of the Boyd Elementary Parent and Family Engagement Policy, please contact the Boyd Elementary office at (972) 727-0560. This information is also included in school newsletters to ensure families are aware of translation availability.



Title I, Part A LEA Program Plan 2026-2027

Timely and Meaningful Consultation

ESSA Section 1112(a)(1)(A) requires local education agencies (LEAs) to develop their Title I, Part A plans through timely and meaningful consultation with various stakeholders, including teachers, principals, paraprofessionals, specialized instructional support personnel, charter school leaders (where applicable), other school leaders, administrators, other appropriate school personnel, and parents.

Coordination

ESSA Section 1112(a)(1)(B) requires local education agencies (LEAs) to coordinate the Title I, Part A Program Plan with other Every Student Succeeds Act (ESSA) programs, the Individuals with Disabilities Act (IDEA), the Rehabilitation Act of 1973, the Carl D Perkins Career and Technical Education Act of 2006, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.

Challenging State Academic Standards

ESSA Section 1112(a)(3)(B)(i) requires local education agencies (LEAs) to inform parents about their children's teachers' professional qualifications and academic achievement if requested by a parent under ESSA Section 1112(e)(1)(B)(ii). ESSA Section 1112(a)(3)(B)(i) also requires LEAs to provide parents with data on their child's achievement and academic growth.

Periodic Review and Revisions

ESSA Section 1112(a)(5) requires local education agencies (LEAs) to periodically review and revise their Title I, Part A Program Plan.

Statutorily Required Assurances

ESSA Section 1112(c)(1) requires local education agencies (LEAs) to ensure that migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children.

ESSA Section 1112(c)(2) requires local education agencies (LEAs) to provide services to eligible children attending private schools in accordance with Section 1117, and to provide timely and meaningful consultation with private school officials.



ESSA Section 1112(c)(3) requires local education agencies (LEAs) to participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and math in grades 4 and 8.

ESSA Section 1112(c)(4) requires local education agencies (LEAs) to coordinate and integrate services with other emergent bilinguals, children with disabilities, migratory children, American Indian, Alaska Native, Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation.

Local education agencies (LEAs) are required to collaborate with a State or local child welfare agency to:

- Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA.
- Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [ESSA Section 1112(c)(5)]

ESSA Section 1112(c)(6) requires local education agencies (LEAs) to ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements.

ESSA Section 1112(c)(7) requires local education agencies (LEAs) receiving Title I, Part A funds to provide early childhood education services to low-income children and ensure that services comply with performance standards of the Head Start Act.

ESSA Section 1112(e)(1) requires local education agencies (LEAs) to notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know.

ESSA Section 1112(e)(2) requires local education agencies (LEAs) to notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency.

ESSA Section 1112(e)(3)(C) requires local education agencies (LEAs) to implement an effective means of outreach to parents of emergent bilinguals.



Title I, Part A Program Plan ESSA Descriptions
ESSA Sections 1112(b)(1-13)
2026-2027

1. Student Progress Monitoring

How will the LEA monitor students' progress in meeting the challenging State academic standards [Section 1112(b)(1)]:

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
- Identifying students who may be at risk for academic failure
- Providing additional educational assistance to individual students, the LEA or school determines the need for help in meeting the challenging State academic standards
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Allen ISD employs a comprehensive approach to monitoring student progress toward meeting challenging State academic standards. Various tools, including mCLASS, MAP, classroom-based assessments, classroom observations, and T-TESS walkthroughs, provide ongoing data to track student growth and inform instructional decisions. Collaborative team meetings allow educators to analyze student performance trends and adjust teaching strategies accordingly.

To support students at risk of academic failure, the district utilizes a data-driven approach to identify individual learning needs and provide targeted interventions. These interventions may include small-group instruction, personalized learning plans, and additional academic support based on continuous progress monitoring.

Collaborative data meetings between campus administrators, district leaders, and instructional staff ensure that evidence-based strategies are implemented to strengthen academic programs and enhance school conditions for learning. Through these efforts, Allen ISD maintains a well-rounded curriculum that fosters academic success and meets the diverse needs of all students.

2. Teacher Quality

How will the LEA identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [Section 1112(b)(2)]

Allen ISD is committed to ensuring that all students, regardless of income level or background, have equitable access to high-quality instruction. The Human Resources department plays a key role in identifying and addressing any disparities that result in low-income or minority students being taught by ineffective,

inexperienced, or out-of-field teachers.

To monitor and address potential equity gaps, the district follows a structured approach:

- ❖ **Strategic Action:** When needed, targeted strategies are implemented, such as teacher mentoring, professional development, recruitment incentives for high-needs campuses, and strategic placement of experienced teachers.
- ❖ **Ongoing Monitoring:** HR continuously evaluates progress and makes adjustments based on student performance data, teacher retention rates, and feedback from campus leaders.

The district defines **ineffective teachers** as those who consistently demonstrate inadequate instructional impact, as measured by formal evaluations, student growth measures, and classroom observations. **Inexperienced teachers** are those with fewer than three years of teaching experience. **Out-of-field teachers** are educators assigned to teach subjects or grade levels for which they lack full certification or demonstrated expertise.

The Human Resources and Learner Services departments work collaboratively to ensure experienced and effective teachers are equitably distributed across campuses. This includes recruiting and retaining highly qualified educators, prioritizing placements based on student needs, and supporting new teachers through mentorship and professional development programs. By proactively addressing staffing disparities, Allen ISD works to provide all students with equitable access to high-quality instruction.

3. School Support and Improvement

How will the LEA carry out its School Support and Improvement activity responsibilities if the TEA identifies any campuses within the LEA as Comprehensive Support and Improvement, Targeted Support and Improvement, and/or Additional Targeted Support? [Section 1111(d)(1) and (2) [Section 1112(b)(3)]

Allen ISD implements a comprehensive, collaborative approach to support any campus identified for federal interventions. District and campus leaders work together to:

- ❖ **Develop a local improvement plan** that is informed by a comprehensive needs assessment and aligned with federal and state requirements
- ❖ **Provide targeted resources and professional learning** to address identified areas of need and strengthen instructional practices
- ❖ **Monitor implementation and progress** through regular data reviews and leadership meetings to ensure fidelity of implementation
- ❖ **Adjust supports and strategies as needed** based on progress monitoring results to promote continuous improvement

This structured process ensures each identified campus receives focused support, ongoing monitoring, and the flexibility to adapt strategies to achieve measurable and sustainable improvement.

4. Poverty Criteria

What poverty criteria will be used to select school attendance areas under Section 1113?

A campus's Title I, Part A status is determined in the SC5000 Schedule of the ESSA Consolidated Federal Grant Application. The district identifies and ranks eligible school attendance areas based on the percentage of students qualifying for free and/or reduced-price lunches under the National School Lunch Act— this same measure of poverty is used for Title I, Part A campus allocations.

The district collects data from school enrollment records, student meal program eligibility, and other district demographic reports. This data is reviewed and updated annually in the federal grant application process to ensure accuracy and compliance with

federal guidelines. The district uses student-level data on economic disadvantage to calculate low-income percentages, ensuring an equitable distribution of Title I, Part A funds.

Campus Allocation Process:

Title I, Part A campus allocations are determined using a weighted per-pupil funding model to ensure equitable distribution of resources. The district allocates State and local funds to all campuses based on this model, which takes into account the percentage of economically disadvantaged students enrolled at each school. The overall percentage of economically disadvantaged students is multiplied by the per-pupil base allotment and then added to the base allocation to determine each campus's funding level.

These procedures are outlined in the district's *Education Department General Administrative Regulations* (EDGAR) Manual and are updated annually to maintain compliance with federal and state requirements.

Equitable Services for Private Non-Profit (PNP) Schools:

Allen ISD ensures that eligible Private Non-Profit (PNP) schools receive equitable services under Title I, Part A. The district contracts with the Region 10 Education Service Center to facilitate communication and coordination with PNPs. This process includes annual consultation meetings before the start of the academic year to inform PNPs about Title I, Part A funding and services. Eligibility is determined based on student economic data and federal guidelines, and services are delivered to ensure that PNP students receive comparable academic support as their public school counterparts.

5. Nature of Programs

What is the nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs, and, where appropriate,

Schoolwide Program:

Allen ISD's Title I, Part A Schoolwide Plan utilizes federal funding to enhance the academic achievement of all students by addressing the specific needs of those from low-income families. The plan

educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs? [Section 1112(b)(5)]

ensures equitable access to a high-quality education, supports students in meeting challenging State academic standards, and works to close achievement gaps.

The Comprehensive Needs Assessment (CNA) is used to guide the Schoolwide Plan priorities, ensuring that funding is allocated effectively to support student learning. The purchases are evaluated annually through both formative and summative assessments to measure their impact on student success.

Targeted Assistance Program:

The Targeted Assistance program does not currently apply to Allen ISD.

Educational services outside schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs:

Allen ISD does not currently have any students residing in local institutions for neglected or delinquent youth or enrolled in community day school programs. However, if students in these circumstances were to enroll in the district, Allen ISD would ensure they receive the necessary educational support and services to promote their academic success.

6. Homeless Children & Youth

What services will the LEA provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act? [Section 1112(b)(6)]

Allen ISD is committed to ensuring the enrollment, attendance, and academic success of students experiencing homelessness, in alignment with the McKinney-Vento Homeless Assistance Act. The district provides immediate support to identified students and their families by connecting them with essential community-based services, as well as district-provided resources such as transportation, nutrition services, clothing, and financial assistance when needed.

Identification Process and Campus Awareness:

To effectively identify and support homeless students, Allen ISD

has established a structured intake and identification process:

- ❖ Families must respond to two housing-related screening questions at the beginning of each school year and during new student enrollment.
- ❖ If responses indicate potential housing instability, the *Student Residency Questionnaire* (SRQ) is provided to the family for more detailed information.
- ❖ The campus counselor follows up with the family to complete an *Intake Form*, clarifying the student's living situation and identifying additional needs.
- ❖ The registrar submits the completed *SRQ* and *Intake Form* to the district homeless liaison, who reviews the information to determine eligibility. The Counseling Department communicates directly with the campus to coordinate necessary services to support eligible students.

Staff Awareness, Training, and Available Resources:

The Director of Counseling serves as the district's homeless liaison, overseeing McKinney-Vento compliance, eligibility determinations, and resource coordination. Counselors, registrars, and administrators are informed of the liaison's role during annual training and are shown where to access McKinney-Vento resources on the district website under the Counseling Department.

7. Parent and Family Engagement

What strategies will the LEA use to implement effective parent and family engagement (PFE) under Section 1116?

Allen ISD actively involves parents in the joint development and ongoing revision of its district-wide Parent and Family Engagement (PFE) Policy. This is accomplished through collaboration with the Campus Improvement Planning Committee(s), which include parent representatives. Both campus-level and LEA PFE policies are posted on the Title I school website(s) each September to ensure transparency and accessibility. The district's PFE policy is also embedded in the District Improvement Plan (DIP), reinforcing

its integration into broader district goals.

Allen ISD takes the following actions to involve parents in the process of school review and improvement:

- ❖ Campus Improvement Planning Meetings
- ❖ District Improvement Committee Meetings
- ❖ PTA Meetings
- ❖ Training staff and parents to be collaborative partners

Allen ISD provides the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve academic achievement and school performance:

- ❖ Assists parents and families in understanding such topics as the challenging State academic standards (State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the academic achievement of their children).
- ❖ Provides specific professional development and instructional support at the request of the Title-funded campus(es).
- ❖ The Campus/District Improvement Planning Committee is utilized as a resource to help review, monitor, and discuss parent and family engagement concerns related to the plan.

Allen ISD conducts an annual evaluation of the Parent and Family Engagement Policy, with active involvement from parents. This evaluation identifies barriers that may hinder participation in engagement activities, with particular attention to economically disadvantaged parents, parents with disabilities, those with limited English proficiency or literacy, and parents from diverse racial or ethnic backgrounds.

To assess the program’s effectiveness, Allen ISD also administers parent surveys, focusing on engagement strategies and potential obstacles to participation.

Additionally, the evaluation helps identify parent and family needs to better support their children’s learning, strengthen school-family partnerships, and enhance engagement with the school.

Findings from this evaluation will guide the district in developing more effective parental involvement strategies and, if needed, revising the Parent and Family Engagement Policy in collaboration with parents.

8. Early Childhood Education

If applicable, how will the LEA support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs? [Section 1112(b)(8)]

Allen ISD facilitates collaboration between Anderson Early Childhood School and elementary campuses to ensure a seamless transition for students entering kindergarten. Early childhood staff work closely with elementary staff to coordinate services, align curriculum, and share student readiness data. Additionally, transition activities such as parent meetings, school visits, and information sessions help support students and families during this critical shift to elementary school.

The early childhood Learning Support Specialist collaborates with the kindergarten through second-grade curriculum cadre teams throughout the school year to discuss curriculum, instructional strategies, and best practices. This insight is then integrated into planning meetings with early childhood teachers to ensure alignment and continuity in instruction. Additionally, the district content coordinators and instructional specialists provide ongoing support, reinforcing consistency in teaching practices and the use of developmentally appropriate resources.

Title I, Part A Funding and Program Planning:

The Comprehensive Needs Assessment (CNA) is used to guide the LEA Program Plan priorities, ensuring that Title I, Part A funding is allocated strategically to support learning across the district.

	Federal funding allocations are outlined in both the Campus Improvement Plans and the District Improvement Plan.
9. Targeted Assistance Programs Student Eligibility Criteria	
How will teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel in schools operating a Targeted Assistance program under Section 1115, identify the eligible children most in need of services under Title I, Part A? (if applicable)	The Targeted Assistance program does not apply to Allen ISD.
10. Transitions	
How will the LEA implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (if applicable) [Section 1112(b)(10)]	To facilitate the middle-to-high school transition, Allen ISD provides structured guidance and early career exploration opportunities. 7th and 8th graders are allowed to participate in College and Career Readiness courses, where they explore interests, develop essential skills, and learn about high school academic pathways. Middle school counselors collaborate with high school counselors to ensure a smooth transition by providing students and families with information about graduation requirements, endorsement pathways, and course selection. Additionally, students use the Xello program to assess their skills and explore career interests, helping them make informed decisions about their Four-Year Plans before entering high school. Campus visits, informational sessions, and student-parent meetings further support this transition by familiarizing students with high school expectations and opportunities. To support the high school-to-postsecondary transition, Allen ISD collaborates with Collin College to offer expanded dual credit opportunities, providing students with access to a wide range of academic and technical courses. The district also partners with the Texas Association of Collegiate Registrars and Admissions (TACRAO) to host a college fair, where students engage with

representatives from various institutions. Additionally, Allen ISD's CTE advisory council and industry partnerships help students gain real-world experience through courses such as Practicum in Business Management and Practicum in Science, Technology, Engineering, and Mathematics (STEM).

Counselors play a vital role in supporting students and families through these transitions. They provide individualized guidance, communicate course registration information, and assist students in developing their Four-Year Plans to align with their academic and career goals. By implementing cross-campus collaboration, career exploration programs, and strategic partnerships, Allen ISD ensures that students are well-prepared for the next stage of their educational journey.

11. Disciplinary Removal of Students

How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom? This may include identifying and supporting schools with high discipline rates, disaggregated by each subgroup of students. [Section 1112(b)(11)]

The district supports efforts to reduce the overuse of discipline practices that remove students from the classroom by:

- ❖ Implementing restorative discipline practices that allow students to learn from their behaviors and restore relationships with teachers and staff.
- ❖ Assisting teachers in improving teacher-student relationships and classroom disciplinary practices that reduce discretionary referrals.
- ❖ Providing incentives or encouraging positive behaviors from students.
- ❖ Incorporating developmental or mentoring programs for targeted students, focusing on positive behaviors, academic coaching, and preparing them for life after high school.

These efforts are part of the district's comprehensive approach to behavior support outlined in the LEA Program Plan.

Campus administrators use findings from discipline data reviews to inform campus-level professional development and staff training focused on behavior supports and consistent implementation of disciplinary practices.

The School Leadership and Support department collaborates with campus administrators during leadership meetings to review campus and district discipline data, identify effective practices, and pinpoint areas for improvement, ensuring consistent, aligned disciplinary approaches across the district. This ongoing data-informed dialogue promotes shared accountability and supports campuses in refining systems that contribute to safe, supportive learning environments aligned with district priorities.

12. Career & Technical Education (CTE)

If determined appropriate, how will the LEA support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit? [Section 1112(b)(12)]

The district supports the integration of academic and career and technical education (CTE) through experiential learning opportunities that align with industry standards in high-demand fields. Students gain hands-on experience using industry-relevant tools and practices within CTE courses and practicums.

Work-based learning is facilitated through strategic partnerships with local businesses and organizations, allowing students to engage directly with industry professionals. Courses such as *Engineering Design and Presentation*, *Practicum in Managing Robotics*, *Practicum in Law, Public Safety, Corrections & Security*, and *Practicum in Culinary Arts* provide students with real-world experience and academic credit. These opportunities help students develop essential skills for in-demand occupations and industries within the state.

A full list of available CTE courses, including those that incorporate work-based learning, is available in the district's Academic Planning Guides, which can be accessed online by students and parents.



13. Other Information

List any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in identifying and serving gifted and talented students; and assist schools in developing effective library programs, which will allow students to develop digital literacy skills and improve academic achievement. (if applicable) [Section 1112(b)(13)]

Currently, this does not apply to Allen ISD, as no Title I, Part A funds are used for this purpose.