Allen Independent School District

Bolin Elementary

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science

2026-2027 Campus Improvement Plan

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Mission Statement

To empower students to realize their strengths to fuel their passion for life-long learning

Vision

Bolin Elementary will cultivate a legacy of leaders.

Value Statement

"Blaze your own trail."

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Comprehensive Needs Assessment

Demographics

Summary

Bolin Elementary is located in Allen ISD and has been open since 2000. We serve approximately 510 students in grades K-6. The demographic information provided from the 2026-2027 Allen ISD district data dashboard indicates Bolin serves the following student groups:

- African American 16.3%
- Asian 21.4%
- Hispanic 15%
- Two or More Races 9.4%
- White 52.2%

In 2026-2027, Bolin's student population consists of:

- Emergent Bilingual Learners: 12.35%
- Learners eligible for Special Education services: 28.04%
- Learners qualifying for Gifted and Talented services: 9.8%
- Learners who are considered to be At-Risk: 25.69%
- Learners considered to be Economically Disadvantaged: 25.49%

Bolin staff members are experienced educators. Bolin has 38 teachers with a higher female percentage than male.

While our attendance rate is strong at 95.9%, our percentage of chronic absenteeism is at 8%, which is the percentage of students who are absent for any reason for 10% or more of the school year.

Strengths

Bolin Elementary demonstrates several key strengths that reflect its commitment to serving a diverse and dynamic student body.

- **Diverse student body**: 48% female / 52% male; 52.2% White, 21.4% Asian, 16.3% African American, 15% Hispanic, 9.4%Two or More Races, and others in smaller percentages
- **Multilingual strengths**: 63 ESL students (12.35%) - Bolin students speak 20+ different languages. The largest groups are Spanish, Vietnamese, and Chinese, followed by Arabic and Russian. TELPAS ratings show the majority at Advanced or Advanced High, indicating strong language growth. This includes all students reporting other than English on their home language survey.
- **Student services**:
  28.04% SPED
  9.8% Gifted
  4.9% 504
  12.35% ESL/EB
  This reflects wide-ranging support systems that address diverse learner needs.
- **Equity and stability**: 25.49% Economically Disadvantaged, with targeted supports in place
- **Strong overall attendance**: 95.9%

Overall Strengths:
Bolin is proud to serve and support a diverse campus community. The school is highly effective at identifying students who need additional support. It serves a richly diverse, multilingual student population, with strong programs in ESL, Special Education, Gifted, and 504 services. These comprehensive supports help students succeed and demonstrate growth in the general education setting.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Although Bolin Elementary maintains a strong overall attendance rate of 95.9%, the campus has a rate of 8% chronic absenteeism. Chronic absenteeism places students at increased risk for falling behind academically and struggling to meet grade-level milestones.	Chronic absenteeism at Bolin Elementary is due to a lack of prioritization of consistent, on-time school attendance.

★ = Priority

Student Learning

Summary

Bolin STAAR Longitudinal Performance - Grades 3-6												
Grade & Subject	Approaches				Meets				Masters			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
3rd RLA	93%	82%	83%	76%	74%	61%	59%	60%	34%	24%	30%	35%
3rd Math	92%	80%	77%	73%	74%	68%	54%	49%	28%	27%	32%	27%
4th RLA	95%	95%	85%	88%	68%	66%	65%	63%	33%	41%	39%	35%
4th Math	87%	88%	86%	78%	77%	66%	73%	60%	51%	43%	46%	42%
5th RLA	84%	91%	89%	85%	70%	73%	80%	72%	38%	50%	55%	56%
5th Math	89%	91%	87%	91%	69%	71%	70%	74%	40%	40%	43%	44%
5th Science	79%	74%	79%	82%	43%	42%	56%	61%	18%	20%	25%	33%
6th RLA	84%	88%	90%	87%	63%	70%	76%	70%	35%	42%	42%	44%
6th Math	85%	82%	93%	90%	63%	66%	71%	62%	39%	36%	39%	40%

Strengths

2026 STAAR Assessment Strengths:

- 3rd Grade RLA increased by 5% in Masters
- 4th Grade RLA increased by 3% in Approaches
- 5th Grade Math increased by 4% in Approaches and 4% in Meets
- 5th Grade Science increased by 3% in Approaches, 5% in Meets, and 8% in Masters
- 6th Grade RLA increased by 2% in Masters

The 2026 5th graders have grown 24% to 39% to 54% masters on the Reading Language Arts (RLA) STAAR. In meets, 61% to 65% to 71%. In approaches, 82% to 85%. These same students have also shown growth on Math STAAR. In meets, 68% to 73% to 74%. In approaches, 80% to 86% to 91%.

The Emergent Bilingual population showed improvements in 3rd Grade Reading, 5th Grade Reading, and 5th Grade Science. In Math, there was improvement for meets and masters in some grade levels.

Bolin has seen progress on STAAR, MAP, and mClass. On MAP, the growth and achievement percentiles have increased for most grade levels, especially 2nd grade math. There is progress on mClass with K-2 having more than 60% of the grade level at or above benchmark.

In RLA, the growth percentile on the 2025-2026 NWEA Map increased in 3rd, 4th, and 5th grades. Achievement is in the green across the grade levels.

In Math, the growth percentile on the 2025-2026 NWEA Map Fall Achievement increased by 8 percentage points for Kinder. The First Grade Fall growth percentile increased by 9 percentage points compared to last year. The Second Grade 25-26 growth increased by 9 percent, the fall achievement increased by 2 percent, and the winter achievement increased by 5 percent.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There is a need for a consistent, school-wide structure to provide intentional intervention and enrichment based on individual student learning needs.	The campus lacks a consistent system for using student data to identify and group students for targeted intervention and enrichment.
2	Student performance in RLA has declined across grade levels, particularly in the area of extended constructed response.	Teachers are continuing to develop their understanding and calibration of STAAR constructed-response expectations and scoring criteria.

★ = Priority

School Processes & Programs

Summary

Instruction & Academics
Bolin Elementary demonstrates a strong commitment to student achievement through data-driven instruction and targeted SSI interventions. However, there is inconsistency across grade levels on how intervention and enrichment is being provided and the resources that are being used. There has been an identified need on the campus for additional training and support for Blazer Time so that the intervention and enrichment block for each grade level is being utilized effectively for all students.

Student Recognition
Trailblazer awards continue to be a great way that staff is able to recognize the hard work and examples our students make each day.

Safety & Communication
Staff and student safety continues to be a top priority for our campus. Having a dedicated recess and safety plan for our campus and across grade levels has helped ensure that all staff and students are aware of how to handle and address safety incidences. A need has been identified for additional instruction to be provided for students to help ensure that everyone on campus is well informed on the safety processes and protocols.

Professional Development & New Staff Support
Professional development and new staff support is a way to continue to support our staff professionally so that they are better equipped to serve our students. There were a lot of great professional development and new staff support opportunities throughout the school year such as having the weekly check-ins with the Learning Support Specialists, Campus Teacher Talk sessions, district training, and opportunities for new teachers to shadow other veteran teachers. Teachers have expressed the value of the professional opportunities for all staff and would like to continue being provided those same opportunities throughout the school year.

Strengths

Bolin has established a variety of systems and processes that support student achievement, differentiation, and staff development. The SSI team works collaboratively with classroom teachers to monitor and support students receiving Tier 2 and Tier 3 interventions. The campus also provides multiple opportunities for professional learning, including Teacher Talks, vertical team meetings, peer observations, LSS support, SPED team meetings, and campus- and district-led learning opportunities. Professional development is responsive to campus trends and needs, allowing staff to engage in relevant and job-embedded learning.

The campus also has strong systems in place to support staff retention, leadership, communication, technology, and safety. New staff are supported through a mentor and buddy program, Rookie Rallies, LSS support, and opportunities to learn about district and campus practices. Staff voice and shared leadership are encouraged through the Bolin Leadership Team, campus committees, House Leaders, surveys, and regular communication. Students and staff benefit from extensive technology resources and support, including 1:1 Chromebooks, instructional technology programs, and campus technology personnel. Consistent safety procedures, regular drills, digital citizenship instruction, updated dismissal and communication systems, and campus-level training contribute to a safe learning environment. Additionally, College and Career Week and Xello provide students with opportunities to begin developing awareness and plans for their future.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need for a consistent, school-wide structure to provide intentional intervention and enrichment based on individual student learning needs.	The campus lacks a consistent system for using student data to identify and group students for targeted intervention and enrichment.

★ = Priority

Perceptions

Summary

Overall, perceptions of Bolin are very positive, with a strong sense of belonging, safety, collaboration, and community evident among students, staff, and families. The campus culture is built on positive relationships, and staff feel supported by both colleagues and administration. Students enjoy coming to school, feel connected to their teachers, and are engaged in their learning. Families value the relationships they have with Bolin staff and frequently express appreciation for the school's support of their children's academic, social, and behavioral growth. Moving forward, Bolin should build on these strengths by improving the effectiveness of family communication, increasing parent engagement, and strengthening school-PTA partnerships while maintaining the relational culture that is a significant strength of the campus.

Strengths

Bolin has a strong, positive campus culture in which students and staff feel safe, supported, valued, and connected. Staff members know students well and prioritize positive relationships, creating a strong sense of belonging and a family-like atmosphere. Students generally demonstrate happiness and motivation to attend school, feel connected to their teachers, and are engaged in their learning. Staff also report feeling supported by administration and colleagues through LSS support, mentoring, Rookie Rallies, and strong grade-level collaboration. The implementation of a campus-wide student behavior protocol has increased clarity and consistency in discipline practices and has helped teachers feel supported when addressing student behavior. Families and community members also speak positively about Bolin, with many families expressing appreciation for the school's academic, social, and behavioral support.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a need to continue implementing a campus-wide positive behavior system to build relationships and improve behaviors.	The number of incident reports has increased over the last few years.
2	There is a need to strengthen and streamline communication and increase family engagement.	Parent engagement has declined despite information being shared through multiple channels, indicating a need to better understand barriers to engagement and identify more effective ways to connect families with the school.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a need for a consistent, school-wide structure to provide intentional intervention and enrichment based on individual student learning needs.	The campus lacks a consistent system for using student data to identify and group students for targeted intervention and enrichment.
2 ★	There is a need to continue implementing a campus-wide positive behavior system to build relationships and improve behaviors.	The number of incident reports has increased over the last few years.
3 ★	Although Bolin Elementary maintains a strong overall attendance rate of 95.9%, the campus has a rate of 8% chronic absenteeism. Chronic absenteeism places students at increased risk for falling behind academically and struggling to meet grade-level milestones.	Chronic absenteeism at Bolin Elementary is due to a lack of prioritization of consistent, on-time school attendance.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

During the 2026-2027 school year, Bolin Elementary will continue the implementation of a schoolwide behavior system, resulting in a 5% reduction in discipline incident reports compared to the 2025-2026 school year.

Evaluation Data Source: Campus discipline data

Strategy 1

Bolin Elementary will expand the implementation of our campus-wide House System to promote positive behavior, build relationships, and strengthen school culture by creating a sense of belonging and community among all students and staff.

Strategy's Expected Result/Impact: Improvement in student behaviors, reduction in discipline incidents

Staff Responsible for Monitoring: Administrators, Teachers, House Committee Members

Problem Statements: Perceptions 1

Formative Reviews

	September	December	March	May
Some Progress				

Strategy 2

Bolin Elementary staff will provide explicit social-emotional learning instruction and facilitate regular community circles to build a positive school culture, strengthen student connectedness, and support students' social, emotional, and behavioral growth.

Strategy's Expected Result/Impact: Improvement in student behaviors, reduction in discipline incidents

Staff Responsible for Monitoring: Administrators, Teachers, Counselor

Problem Statements: Perceptions 1

Formative Reviews

	September	December	March	May
Some Progress				

Strategy 3

Bolin Elementary will implement a Behavior Committee that regularly reviews discipline data, identifies trends and areas of need, and develops proactive strategies and interventions to support positive student behavior, improve school climate, and reduce disciplinary incidents.

Strategy's Expected Result/Impact: Improvement in student behaviors, reduction in discipline incidents

Staff Responsible for Monitoring: Administrators, Teachers, Behavior Committee Members

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

September	December	March	May

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to continue implementing a campus-wide positive behavior system to build relationships and improve behaviors.	The number of incident reports has increased over the last few years.

Performance Objective 2

The percent of Bolin Elementary students who are absent for more than 10% of the school year will decrease from 8% to 6% by May 2027.

Evaluation Data Source: Attendance data

Strategy 1

Bolin Elementary will educate parents and families on the importance of daily school attendance by providing resources, communication, and engagement opportunities that highlight the impact of attendance on academic success.

Strategy's Expected Result/Impact: Increased attendance rate, decrease in chronic absenteeism

Staff Responsible for Monitoring: Administrators, Classroom Teachers

Problem Statements: Demographics 1

Formative Reviews

No Progress

September	December	March	May

Strategy 2

Bolin Elementary will implement systematic processes to monitor, identify, and address student attendance concerns in order to reduce chronic absenteeism.

Strategy's Expected Result/Impact: Increased attendance rate, decrease in chronic absenteeism

Staff Responsible for Monitoring: Administrators, Classroom Teachers

Formative Reviews

Some Progress

September	December	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although Bolin Elementary maintains a strong overall attendance rate of 95.9%, the campus has a rate of 8% chronic absenteeism. Chronic absenteeism places students at increased risk for falling behind academically and struggling to meet grade-level milestones.	Chronic absenteeism at Bolin Elementary is due to a lack of prioritization of consistent, on-time school attendance.

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

Performance Objective 1

During the 2026-27 school year, Bolin 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: Lesson plans, mCLASS data, MAP data, STAAR data

Strategy 1

Bolin Elementary will provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.

Strategy's Expected Result/Impact: Improvement in district and state assessments.

Staff Responsible for Monitoring: AIM Teacher, Administrators

Funding Sources: Teacher GT Allotment, $105,917

Formative Reviews

Some Progress			
September	**December**	**March**	**May**

Strategy 2

Bolin Elementary will provide supplemental learning experiences for Emergent Bilingual Students promoting language acquisition and academic achievement.

Strategy's Expected Result/Impact: Improvement on district and state assessment scores

Staff Responsible for Monitoring: ESL Teacher, Administrators

Funding Sources: Bilingual/ESL: State Special Allotment, $100

Formative Reviews

Some Progress			
September	**December**	**March**	**May**

Strategy 3

Bolin Elementary will provide learning experiences and services for identified at-risk students

promoting academic achievement progressing towards high school graduation.

Strategy's Expected Result/Impact: Improvement on district and state assessment scores

Staff Responsible for Monitoring: SSI Staff, Administrators

Funding Sources: SSI Teachers & Instructional Aides Comp Ed: State Special Allotment, $121,722

Formative Reviews

Some Progress

September	December	March	May

Strategy 4

Bolin Elementary will provide learning experiences and services for special education students to support individual learning needs.

Strategy's Expected Result/Impact: Improvement on district and state assessment scores

Staff Responsible for Monitoring: SPED Staff, Administrators

Funding Sources: Special Education Staffing Special Education: State Special Allotment, $827,922

Formative Reviews

Some Progress

September	December	March	May

Strategy 5

Bolin Elementary will provide targeted core intervention to promote academic growth in literacy foundation skills.

Strategy's Expected Result/Impact: Improvement in district and state assessment scores

Staff Responsible for Monitoring: SSI Staff, Administrators

Funding Sources: Teachers Early Education: State Allotment, $90,032

Formative Reviews

Some Progress

September	December	March	May

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

During the 2026-2027 school year, Bolin Elementary will use assessment data to inform instructional decision making for intervention and enrichment to increase student academic achievement.

Evaluation Data Source: mCLASS data, MAP data, STAAR data

Strategy 1

Bolin Elementary will implement a school-wide Blazer Time structure that uses student data to provide targeted intervention and enrichment based on individual learning needs.

Strategy's Expected Result/Impact: Increased scores on district and state assessments

Staff Responsible for Monitoring: Administrators, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

	September	December	March	May
Some Progress				

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need for a consistent, school-wide structure to provide intentional intervention and enrichment based on individual student learning needs.	The campus lacks a consistent system for using student data to identify and group students for targeted intervention and enrichment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for a consistent, school-wide structure to provide intentional intervention and enrichment based on individual student learning needs.	The campus lacks a consistent system for using student data to identify and group students for targeted intervention and enrichment.

Performance Objective 2 ☑ HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 61% to 63.5% by Spring 2029.

Evaluation Data Source: STAAR Reading Results

Strategy 1

Bolin Elementary educators will identify gaps in literacy foundational skills utilizing mClass or MAP Reading growth 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: Improvement on district and state assessment scores

Staff Responsible for Monitoring: Administrators, Classroom Teachers, SSI Teacher, Learning Support Specialists

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

	September	December	March	May
Some Progress				

Strategy 2

Bolin Elementary educators will participate in vertical team discussions focused on consistency in teaching practices and vocabulary.

Strategy's Expected Result/Impact: Improvement in district and state assessment scores

Staff Responsible for Monitoring: Administrators, Classroom Teachers, Learning Support Specialists

Formative Reviews

	September	December	March	May
Some Progress				

Performance Objective 3 ☑ HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 68% to 70.5% by Spring 2029.

Evaluation Data Source: STAAR Math results

Strategy 1

Bolin Elementary educators will identify gaps in mathematics skills utilizing MAP Math growth data to determine specific deficit areas for individual students. Data will be used to guide Tier 1 instruction as well as Tier 2 and 3 interventions to close gaps.

Strategy's Expected Result/Impact: Improvement in student assessment scores.

Staff Responsible for Monitoring: Administrators, Classroom Teachers, SSI Staff, Learning Support Specialists

Formative Reviews

Some Progress

September	December	March	May

Strategy 2

Bolin Elementary educators will implement the Bluebonnet Math Curriculum with fidelity and implement evidence-based practices that positively impact student achievement in mathematics.

Strategy's Expected Result/Impact: Improvement in student assessment scores.

Staff Responsible for Monitoring: Administrators, Classroom Teachers, Learning Support Specialists

Formative Reviews

Some Progress

September	December	March	May

Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Teachers	--	$90,032.00
				Sub-Total	$90,032.00
				Budgeted Fund Source Amount	$90,032.00
				+/- Difference	$0.00

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2		--	$100.00
				Sub-Total	$100.00
				Budgeted Fund Source Amount	$100.00
				+/- Difference	$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	SSI Teachers & Instructional Aides	--	$121,722.00
				Sub-Total	$121,722.00
				Budgeted Fund Source Amount	$121,722.00
				+/- Difference	$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Special Education Staffing	--	$827,922.00
				Sub-Total	$827,922.00
				Budgeted Fund Source Amount	$827,922.00
				+/- Difference	$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Teacher	--	$105,917.00
				Sub-Total	$105,917.00
				Budgeted Fund Source Amount	$105,917.00
				+/- Difference	$0.00