

Allen Independent School District



Boon Elementary

Accountability Rating: A

Distinction Designation:

Academic Achievement in Mathematics, Top 25 Percent:
Comparative Academic Growth, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Mission Statement

Empowering Tomorrow's Leaders for an Innovative Future.

We strive to achieve this by:

Engaging in Authentic & innovative learning experiences

Teaching students to communicate through collaboration

Inspiring a sense of creativity

Critical thinking to solve complex problems

Using technology for student created products

Maximizing each student's individual potential through personalized learning

Value Statement

Boon Creed:

Positive attitude

Respecting myself & others

Integrity in all that I do

Doing my BEST in

EVERYTHING!

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

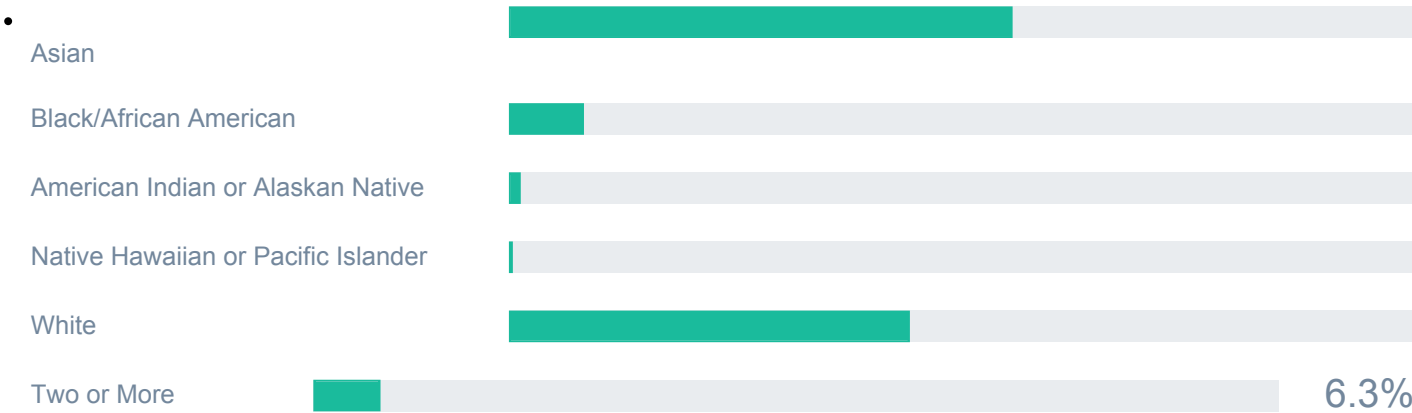
Boon Elementary is a high-performing, supportive school community with strong academic achievement, staff retention, and family engagement. The CNA identified continued opportunities to strengthen intervention and enrichment, support for EB students, student leadership, staff development, and community engagement while maintaining a strong focus on continuous improvement.

Demographics

Summary

E. T. Boon Elementary is a, K-6 campus in Allen ISD.
Boon Elementary's enrollment as of 9/7/2026 is 783 students,

Demographic Information:



Boon Elementary's student groups:

- ESL: 19.16%
- EB: 19.16%
- 504: 4.21%
- Economically Disadvantaged: 14.4%
- Gifted and Talented: 12.77%
- Special Education: 14.56%
- At-Risk: 28.10%

Strengths

- A **structured intervention program** across the campus to better meet individual student learning needs
- **Intentional hiring practices** focus on selecting highly qualified staff who are committed to Boon's students, culture, and continued success.
- **Teacher retention** is supported by creating opportunities for staff to grow professionally and move into new roles or leadership positions while **remaining at Boon**.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.	Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.
2★	Boon Elementary is a high performing school. However, our student achievement data shows that student achievement levels vary amongst student groups.	Boon has a diverse student group with a wide range of educational backgrounds, experiences, and language proficiencies.
3★	Dyslexia pull-out services extend beyond the intervention block, resulting in students missing core instruction and reducing available intervention time for teachers to address resulting learning gaps.	The length and scheduling of dyslexia services do not fully align with the campus instructional and intervention schedule, creating missed core instruction and limiting opportunities for additional targeted support.
4★	Due to the large mobility rate at Boon, it is more difficult for our families to feel connected and immersed in our school culture.	Families are not enrolled with us for multiple years which is limiting the parent involvement and engagement on the campus.

★ = Priority

Student Learning

Summary

Boon Elementary received an 'A' rating on the overall accountability summary for the SY of 2025-2026.

Domain I: Student Achievement: A

Domain II: School Progress: A

Domain III: Closing the Gaps: A

Overall Score/Rating: A

Boon Distinctions for the 2025-2026 SY:

Academic Achievement in Mathematics

Top 25% Comparative Academic Growth

Postsecondary Readiness Skills

Recommendations for areas of focus:

- ECRs/ SCR- Make more cross-curricular connections and a campus-wide common language, and identify and implement best teaching practices
- Intervention Time Program Restructure
- More time allotted for the Intervention block
- Implementation of Math Spiral Reviews

Strengths

Increase in 3rd- and 4th-grade Math Masters category for the 2025-2026 SY

-3rd: 51% to 60%

-4th: 49% to 56%

We are most proud of our Math Growth. Bluebonnet was the new curriculum implemented during the 2025-2026 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.	Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.
2 ★ Students scored between 0-2 points out of 10 possible points on the SCR portion of the April 2026 Science STAAR.	Students need more explicit instruction on how to respond to SCRs, along with consistent practice and cross-curricular opportunities to complete SCRs.
3 ★ Boon Elementary is a high performing school. However, our student achievement data shows that student achievement levels vary amongst student groups.	Boon has a diverse student group with a wide range of educational backgrounds, experiences, and language proficiencies.
4 ★ Dyslexia pull-out services extend beyond the intervention block, resulting in students missing core instruction and reducing available intervention time for teachers to address resulting learning gaps.	The length and scheduling of dyslexia services do not fully align with the campus instructional and intervention schedule, creating missed core instruction and limiting opportunities for additional targeted support.
5 ★ Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.	Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.

6
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There is a need to ensure that strong culture, climate and expectations for excellence continues.

Our staff is extremely experienced and with community growth we will be adding staff members we want to grow and ensure they have the same high expectations and results as our current staff.

7
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Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.

Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.

8
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School Processes & Programs

Summary

- **Dedicated Target Time/intervention block** provides structured time for targeted small-group instruction and enrichment. Staff indicated that the intervention focus continues to meet student and teacher needs but would like more time
- **Strong curriculum alignment to TEKS**, supported by district curriculum resources, HMH, and Bluebonnet, and grade level made spiral reviews.
- **Data-driven instructional practices**, including formative assessment, flexible grouping, intervention, and enrichment based on student needs.
- **Instructional coaching and curriculum internalization** support teachers in strengthening instruction and implementing high-quality instructional materials.
- **Effective campus communication systems**, including the Boon Bulletin, staff meetings, Team Leader meetings, Hub, and Morning Updates, were rated positively by staff.
- **Collaborative leadership and teacher voice**, particularly through Team Leader meetings and opportunities for staff input in campus decisions.

Strengths

- **Continuous Improvement & Intervention:** Boon maintains a strong focus on continuous improvement. Tier 2 and Tier 3 students receive targeted, intensive support from SSI teachers and instructional assistants during designated Target Time. Several students receiving SSI services demonstrated significant growth and successfully passed the STAAR assessment in the content area for which they qualified for support.
- **Positive Staff Culture & Communication:** Boon staff feel they have a voice in campus decision-making and maintain a positive, professional culture. Communication is timely, clear, and consistent across the campus.
- **House Program & School Culture:** The House Program builds community, strengthens relationships, and promotes a positive school culture. An opportunity exists to further develop the House System by **expanding student leadership, ownership, and involvement in campus activities and decision-making.**
- Boon community is highly supportive and invested in our school and its success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ The House System needs to be more relevant, engaging, and exciting for both students and staff, while also creating a stronger sense of connection across the campus.	Current House structures have not consistently built sustained engagement, and siblings being assigned to different Houses has created challenges for family participation and connection.
2 ★ Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.	Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.
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Our staff is extremely experienced and with community growth we will be adding staff members we want to grow and ensure they have the same high expectations and results as our current staff.

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Families are not enrolled with us for multiple years which is limiting the parent involvement and engagement on the campus.

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Staff feel supported and connected to Boon, with an opportunity to continue strengthening staff morale, consistency, and overall well-being.

Growing student needs, evolving campus demands, and increased workloads require continued attention to staff support, collaboration, recognition, and work-life balance.

10

Boon has an opportunity to more consistently share its positive culture, student experiences, staff successes, and traditions with the broader community.

Additional opportunities are needed for staff and the campus to share Boon's story through social media, campus communications, community outreach, and celebrations of students and staff.

★ = Priority

Perceptions

Summary

Boon has a well-defined culture within the school and community. Our values and beliefs are reflected in our CORE Value Statements, which are displayed throughout the building and consistently communicated with students, staff, and families. These values serve as guiding principles for creating a positive culture and supporting student success.

Staff retention is a significant strength at Boon, with turnover remaining extremely low and primarily occurring due to retirement. Boon also has a strong reputation among substitute teachers, including those pursuing teaching certification, who frequently choose to return to Boon and have expressed interest in future employment opportunities on our campus.

Boon PTA has an excellent relationship with the campus, and works tirelessly to support our school.

Strengths

- **Strong Family and Community Engagement:** Boon school events consistently have exceptionally high participation and are rooted in long-standing traditions that strengthen the connection between the school, families, and community.
- **Strong Staff Culture:** Boon staff demonstrate a genuine commitment to their school, students, and community, creating a positive culture that is evident to students, families, and community members.
- **Supportive Work Environment:** Staff feedback through the CNA indicates that teachers feel supported and have a sense of belonging at Boon.
- **New to Boon Program:** The New to Boon Program has received positive participant feedback. New staff report feeling better prepared for campus events, data-analysis practices and expectations, and campus procedures as a result of the program.

Problem Statements Identifying Perceptions Needs

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4 ★ There is a need to ensure that strong culture, climate and expectations for excellence continues.	Our staff is extremely experienced and with community growth we will be adding staff members we want to grow and ensure they have the same high expectations and results as our current staff.
5 ★ The House System needs to be more relevant, engaging, and exciting for both students and staff, while also creating a stronger sense of connection across the campus.	Current House structures have not consistently built sustained engagement, and siblings being assigned to different Houses has created challenges for family participation and connection.

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Priority Problem Statements

Problem Statement

Root Cause

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Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.

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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
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- ☒ Attendance data

- ☒ Discipline records
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Study of best practices and high yield strategies
- ☒ Horizontal and vertical team alignments processes
- ☒ Other



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

By May 2027, Boon Elementary will strengthen school culture by implementing consistent house structures, expectations, and traditions that promote student belonging, positive relationships, leadership, and engagement.

Evaluation Data Source: Decreased number of discipline referrals, increased parent engagement opportunities, student leadership opportunities, and an increase in teacher check-in data

Strategy 1

Boon Elementary will ensure collaborative relationships among staff by hiring and retaining quality candidates, supporting new teachers through training and mentorship, and by recruiting highly qualified and diverse candidates.

Strategy's Expected Result/Impact: We will hire and retain highly qualified and diverse candidates and provide intentional and personalized new teacher support, team check ins, and the House/ Buddy system.

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 6 - School Processes & Programs 7 - Perceptions 4

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Implement the House System and Buddy Classes to increase vertical connections and strengthen school culture and connections across the large campus.

Strategy's Expected Result/Impact: Students and teachers will be working with other students in all grade levels once per month to build community, grow student leadership opportunities, and connections through the house system. Students will also grow connections with other students with their buddy class.

Staff Responsible for Monitoring: teachers, house leads, admin

Problem Statements: Demographics 4 - Student Learning 6, 8 - School Processes & Programs 1, 7, 8, 9 - Perceptions 1, 2, 4, 5

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

Due to the large mobility rate at Boon, it is more difficult for our families to feel connected and immersed in our school culture.

Families are not enrolled with us for multiple years which is limiting the parent involvement and engagement on the campus.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

There is a need to ensure that strong culture, climate and expectations for excellence continues.

Our staff is extremely experienced and with community growth we will be adding staff members we want to grow and ensure they have the same high expectations and results as our current staff.

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

The House System needs to be more relevant, engaging, and exciting for both students and staff, while also creating a stronger sense of connection across the campus.

Current House structures have not consistently built sustained engagement, and siblings being assigned to different Houses has created challenges for family participation and connection.

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Growing student needs, evolving campus demands, and increased workloads require continued attention to staff support, collaboration, recognition, and work-life balance.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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Performance Objective 2

By May 2027, Boon Elementary will implement a campus-wide Buddy System pairing older and younger grade levels to strengthen relationships and school culture, with progress measured by completion of planned Buddy activities and student-reported positive connections with their Buddy.

Strategy 1

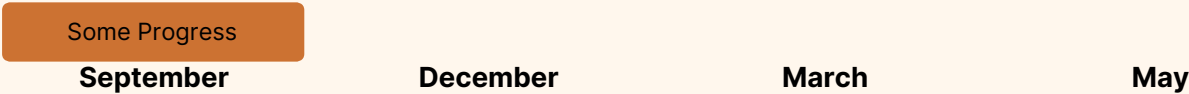
Holding team check-ins each quarter to review student progress, teaching practices, goals, and the focus for the next quarter, and to identify what support or PD is wanted/needed.

Strategy's Expected Result/Impact: Student Data, Team Check-ins, Identification of needed/ wanted Professional Development

Staff Responsible for Monitoring: Admin, teachers, ICs

Problem Statements: Student Learning 1 - School Processes & Programs 4

Formative Reviews



Strategy 2

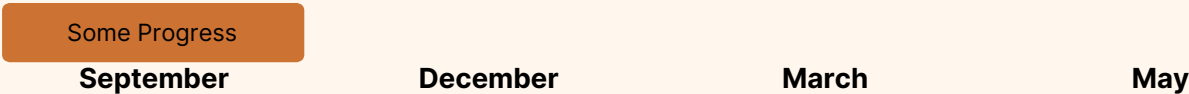
Implementation of Buddy Class activities throughout the school year that pair older and younger students for mentoring, collaboration, team-building, and shared House experiences, with teachers providing guidance and monitoring student connections.

Strategy's Expected Result/Impact: Increased student sense of belonging, stronger cross-grade relationships, and improved collaboration, leadership, and communication skills, contributing to a more positive and connected school culture.

Staff Responsible for Monitoring: Teachers, Students, Admin

Problem Statements: Student Learning 6 - School Processes & Programs 1, 7, 9 - Perceptions 2, 4, 5

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.	Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Staff feel supported and connected to Boon, with an opportunity to continue strengthening staff morale, consistency, and overall well-being.	Growing student needs, evolving campus demands, and increased workloads require continued attention to staff support, collaboration, recognition, and work-life balance.
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Goal 2

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

Performance Objective 1

By May 2027, Boon Elementary will leverage the House and Buddy Systems to strengthen students' leadership, communication, collaboration, and citizenship skills through meaningful cross-grade interactions and shared campus experiences.

Evaluation Data Source: Student work or products from House/Buddy activities, quarterly campus culture checks with grade level teams, and student feedback

Strategy 1

Implement structured House and Buddy System activities throughout the school year that provide students with opportunities to lead, collaborate, communicate, and build relationships through cross-grade projects, mentoring, service, and shared campus experiences.

Strategy's Expected Result/Impact: Students will strengthen leadership, collaboration, and citizenship skills while building connections that support future college and career readiness.

Staff Responsible for Monitoring: counselor, principal, classroom teachers

Problem Statements: Student Learning 6 - School Processes & Programs 1, 7, 9 - Perceptions 2, 4, 5

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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Goal 3

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

Performance Objective 1

Boon Elementary will use MAP data protocols to guide instructional decision-making for core instruction and targeted intervention/enrichment to increase overall academic achievement of all students.

Evaluation Data Source: MAP testing data protocol, progress monitoring, SSI tracking forms, and the use of target time

Strategy 1

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

Strategy's Expected Result/Impact: Enrichment and divergent thinking strategies for our identified GT students.

Staff Responsible for Monitoring: AIM Teacher

Problem Statements: Student Learning 1, 2, 7 - School Processes & Programs 2, 4, 5

Funding Sources: GT Allotment, \$94,604

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: Close the gaps of our tier 3 special education students.

Staff Responsible for Monitoring: SPED teachers, Diagnostician, Admin

Problem Statements: Demographics 3 - Student Learning 1, 2, 4 - School Processes & Programs 4, 5, 6

Funding Sources: Special Education: State Special Allotment, \$763,045

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.

Problem Statements: Demographics 1, 2 - Student Learning 3, 5, 7 - School Processes & Programs 2, 3

Funding Sources: Comp Ed: State Special Allotment, \$95,884

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

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

Strategy's Expected Result/Impact: Increased reading skills.

Staff Responsible for Monitoring: Teachers, ELF

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 3

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.

Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.

2

Boon Elementary is a high performing school. However, our student achievement data shows that student achievement levels vary amongst student groups.

Boon has a diverse student group with a wide range of educational backgrounds, experiences, and language proficiencies.

3

Dyslexia pull-out services extend beyond the intervention block, resulting in students missing core instruction and reducing available intervention time for teachers to address resulting learning gaps.

The length and scheduling of dyslexia services do not fully align with the campus instructional and intervention schedule, creating missed core instruction and limiting opportunities for additional targeted support.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.

Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.

2

Students scored between 0-2 points out of 10 possible points on the SCR portion of the April 2026 Science STAAR.

Students need more explicit instruction on how to respond to SCRs, along with consistent practice and cross-curricular opportunities to complete SCRs.

3

Boon Elementary is a high performing school. However, our student achievement data shows that student achievement levels vary amongst student groups.

Boon has a diverse student group with a wide range of educational backgrounds, experiences, and language proficiencies.

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Dyslexia pull-out services extend beyond the intervention block, resulting in students missing core instruction and reducing available intervention time for teachers to address resulting learning gaps.

The length and scheduling of dyslexia services do not fully align with the campus instructional and intervention schedule, creating missed core instruction and limiting opportunities for additional targeted support.

5

Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.

Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.

7

Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.

Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.

Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.

3

Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.

Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.

4

While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.

Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.

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Students need more explicit instruction on how to respond to SCRs, along with consistent practice and cross-curricular opportunities to complete SCRs.

6

Dyslexia pull-out services extend beyond the intervention block, resulting in students missing core instruction and reducing available intervention time for teachers to address resulting learning gaps.

The length and scheduling of dyslexia services do not fully align with the campus instructional and intervention schedule, creating missed core instruction and limiting opportunities for additional targeted support.

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 78% to 80.5% by Spring 2029.

Evaluation Data Source: STAAR data

Strategy 1

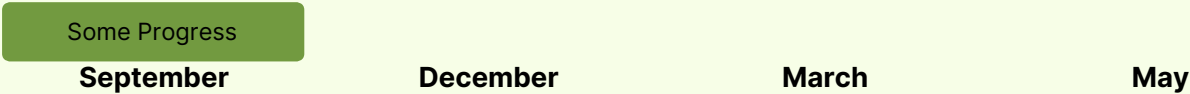
All K-3 Teachers will have completed Reading Academies

Strategy's Expected Result/Impact: Increase STAAR reading scores from grade 3 and above students as a result of strong foundations

Staff Responsible for Monitoring: Administration, IC, K and 1st grade teachers

Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 7 - School Processes & Programs 2, 4, 5

Formative Reviews



Strategy 2

Strengthen early literacy instruction by identifying individual student skill gaps and providing targeted, evidence-based interventions to build strong foundational reading skills and close learning gaps in the early grades.

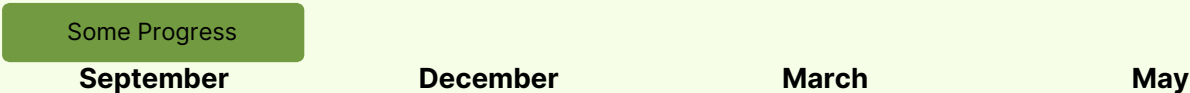
Strategy's Expected Result/Impact: Students will demonstrate strong skills in the areas of phonics and phonemic awareness. Increased MCLASS scores

Staff Responsible for Monitoring: Grade level teachers, ICs, Admin

Problem Statements: Student Learning 7 - School Processes & Programs 2

Funding Sources: Early Education: State Allotment, \$133,494

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Boon Elementary is a high performing school. However, our student achievement data shows that student achievement levels vary amongst student groups.

Boon has a diverse student group with a wide range of educational backgrounds, experiences, and language proficiencies.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.

Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.

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Students need more explicit instruction on how to respond to SCRs, along with consistent practice and cross-curricular opportunities to complete SCRs.

3

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7

Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.

Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.	Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.
4	While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.	Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.
5	Students scored between 0-2 points out of 10 possible points on the SCR portion of the April 2026 Science STAAR.	Students need more explicit instruction on how to respond to SCRs, along with consistent practice and cross-curricular opportunities to complete SCRs.

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 82% to 84.5% by Spring 2029.

Evaluation Data Source: STAAR data

Strategy 1

Teachers will utilize MAP assessment data to target specific standards of high need for individual students.

Strategy's Expected Result/Impact: Increased STAAR math scores

Staff Responsible for Monitoring: all staff

Problem Statements: Demographics 1, 2 - Student Learning 1, 3, 5, 7 - School Processes & Programs 2, 3, 4

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.	Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.
2	Boon Elementary is a high performing school. However, our student achievement data shows that student achievement levels vary amongst student groups.	Boon has a diverse student group with a wide range of educational backgrounds, experiences, and language proficiencies.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.	Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.
3	Boon Elementary is a high performing school. However, our student achievement data shows that student achievement levels vary amongst student groups.	Boon has a diverse student group with a wide range of educational backgrounds, experiences, and language proficiencies.
5	Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.	Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.
7	Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.	Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.	Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.
3	Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.	Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.
4	While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.	Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.

Performance Objective 4

Boon Elementary will implement a restructured intervention time to provide targeted instruction based on student needs, with progress monitored through intervention participation, student growth data, and instructional team feedback.

Evaluation Data Source: Teacher/PLC feedback, walkthroughs, progress monitoring data, MAP data, STAAR data

Strategy 1

Boon Elementary will provide targeted instruction based on individual student needs during intervention time. Progress will be monitored through student growth data and intervention participation.

Strategy's Expected Result/Impact: STAAR scores and student achievement will increase

Staff Responsible for Monitoring: Admin, IC, grade level teachers

Problem Statements: Demographics 2 - Student Learning 1, 3, 7 - School Processes & Programs 2, 4

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Boon Elementary will monitor student progress regularly and adjust interventions based on student needs. Progress will be monitored through formative assessments, progress-monitoring data, instructional team reviews, and core SITs.

Strategy's Expected Result/Impact: STAAR scores and student achievement will increase

Staff Responsible for Monitoring: Principal, ICs, Grade Level Teachers

Problem Statements: Demographics 1 - Student Learning 1, 5, 7 - School Processes & Programs 2, 3, 4

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Boon Elementary will collaborate as an instructional team to review student progress and intervention effectiveness. Progress will be monitored through team meeting feedback, intervention records, CORE sit, and student growth data.

Strategy's Expected Result/Impact: STAAR scores and student achievement will increase

Staff Responsible for Monitoring: Admin, IC, grade level teachers

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 3

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.	Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.
2 Boon Elementary is a high performing school. However, our student achievement data shows that student achievement levels vary amongst student groups.	Boon has a diverse student group with a wide range of educational backgrounds, experiences, and language proficiencies.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.	Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.
3 Boon Elementary is a high performing school. However, our student achievement data shows that student achievement levels vary amongst student groups.	Boon has a diverse student group with a wide range of educational backgrounds, experiences, and language proficiencies.
5 Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.	Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.
7 Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.	Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Time constraints during the intervention block make it difficult to adjust student groups, implement flexible grouping across teachers, and effectively rotate students based on changing instructional needs.	Limited time within the intervention block restricts opportunities for student movement, regrouping, and collaboration among teachers to provide targeted support.
3 Changing student demographics, increased mobility, and a growing EB population have created a need for more responsive and consistent instructional supports.	Increasing student mobility, growth in the EB population, and changes to the district ESL program structure have created evolving instructional and support needs.
4 While overall STAAR achievement remains strong, opportunities exist to increase the percentage of students reaching Meets and Masters Grade Level.	Inconsistent targeted instruction and intervention for students who have already mastered foundational skills has limited opportunities to move more students from Approaches/Meets to Masters.



State Compensatory Education

State Compensatory

Budget for Boon Elementary

Total SCE Funds: \$95,884.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2		--	\$133,494.00
Sub-Total					\$133,494.00
Budgeted Fund Source Amount					\$133,494.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3		--	\$95,884.00
Sub-Total					\$95,884.00
Budgeted Fund Source Amount					\$95,884.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$763,045.00
Sub-Total					\$763,045.00
Budgeted Fund Source Amount					\$763,045.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		--	\$94,604.00
Sub-Total					\$94,604.00
Budgeted Fund Source Amount					\$94,604.00
+/- Difference					\$0.00