

Allen Independent School District
Boon Elementary
2021-2022 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

E. T. Boon Elementary is a seventeen-year-old, K-6 campus in Allen ISD.

Boon Elementary's enrollment as of 5/22/21 is 756 students, *as of 1/26/2022 we have 806 students.*

Demographic Information:

- African American 11.5 %
- Hispanic 12.3 %
- Asian 33.9 %
- White 46 %
- Two or More Races 7 %
- American Indian .7%
- Pacific Islander 0.41 %

Boon Elementary's student groups:

- English Second Language 18%
- Limited English Profecient 25%
- 504 17%
- Economically Disadvantaged 15 %
- Gifted and Talented 20%
- Special Education 19%
- At-Risk 23%

Demographics Strengths

Boon continues to become more diverse each year with multiple cultures and languages represented within our school community. This year we have seen a large increase in our students diversity.

The number of students qualifying got the Gifted and Talented Program continues to rise each year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our percentage of students in the "at-risk" category continue to increase. **Root Cause:** High numbers of student retention in lower grades and increase in student mobility rate.

Problem Statement 2: The large increase of new student enrolling challenges current systems and procedures. **Root Cause:** The large increase of new student enrolling challenges current systems and procedures.

Problem Statement 3: At-risk students in k-2 are showing they need additional support in the area of Reading. **Root Cause:** Increase instructional delivery in the area of small group reading.

Student Learning

Student Learning Summary

Due to the pandemic disrupting school operations, Governor Greg Abbott determined that schools would not be rated on the state A-F accountability grading system for the 2020-2021 school year, but we are still required to take the STAAR exams available to every student eligible. However, students learning remotely were not required to take their grade level STAAR assessments in person.

Due to schools being closed because of COVID-19 in the spring of 2020, Governor Greg Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year.

Therefore, Boon's accountability ratings for the 2018-2019 school year.

For the 2018-2019 school year, Boon Elementary received the following ratings:

Domain I: Student Achievement: A

Domain II: School Progress: A

Domain III: Closing the Gaps: A

Overall Score/Rating: A

- 67 % of 3rd grade students mastered grade level on STAAR Reading
- 66 % of 3rd grade students mastered grade level on STAAR Math
- 57 % of 4th grade students mastered grade level on STAAR Reading
- 66 % of 4th grade students mastered grade level on STAAR Math
- 39% of 4th grade students mastered grade level on STAAR Writing
- 48 % of 5th grade students mastered grade level on STAAR Science
- 71 % of 5th grade students mastered grade level on STAAR Reading
- 86 % of 5th grade students mastered grade level on STAAR Math
- 52 % of 6th grade students mastered grade level on STAAR Reading
- 70 % of 6th grade students mastered grade level on STAAR Math

On the 2019 STAAR, the following scores for all grades/all students show the percentage of MEET Standards

All Subjects – *% Boon Elementary

Reading –81% Boon Elementary

Math - 90 % Boon Elementary

Writing – 79% Boon Elementary

Science –78% Boon Elementary

Student Learning Strengths

- Boon Elementary met all academic standards under the state's accountability system for the 2020-2021 school year.
- We will continue our focus on the improvement of student achievement, progress for all, and meeting standards at the advanced level.
- Looking at the MAP data, we exceeded projected growth in Math in grades 3,4 and 6th. We exceeded projected growth in reading in 5th grade.
- Table below shows STAAR data from spring of 2021

	approaches	meets	masters
3rd Reading 2021	91	61	38
3rd math 2021	90	61	43
4th Reading 2021	88	65	44
4th Reading 2021	88	65	44
4th W 2021	87	66	31
5th Reading 2021	94	78	61
5th math 2021	95	84	68
5th sci 2021	85	55	26
6th Reading 2020	85	58	40
6th math 2020	94	79	58

Problem Statements Identifying Student Learning Needs

Problem Statement 1: On the 5th grade Science STAAR, dropped from 94% approaches, and 77% meets in 2019, to 85% approaches and 55% meets in 2021. **Root Cause:** Decrease in collaborative hands-on activities due to virtual learning and mitigation protocols.

Problem Statement 2: All STAAR grades saw a decrease in Reading scores. **Root Cause:** Interruptions in the school year due to COVID, the changes in testing going online,

Problem Statement 3: Our at-risk population has shown a decrease in the number of students approaching grade-level standards on district and state assessments. **Root Cause:** Increase in student mobility and COVID-19 loss of instruction.

Problem Statement 4: There is a perception that only our students who are identified in the GT program receive enrichment. **Root Cause:** Lack of opportunity to provide enrichment of on-level and below-level students.

Problem Statement 5: At-risk students in k-2 are showing they need additional support in the area of Reading. **Root Cause:** Increase instructional delivery in the area of small group reading.

Problem Statement 6: STAAR scores for Meets Standards dropped on average of 10 points across 3rd-6th grade from 2019 to 2021. **Root Cause:** Learning loss from Covid and transitioning to the online STAAR test

Problem Statement 7: Our percentage of students in the "at-risk" category continue to increase. **Root Cause:** High numbers of student retention in lower grades and increase in student mobility rate.

School Processes & Programs

School Processes & Programs Summary

- COVID had a tremendous impact on Boon students, families, and teachers. Academic learning loss for in-person students with absences through quarantine and illness, virtual students through lack of engagement and technology issues, and the trauma of prolonged stress has impacted all of our community and teachers.
- We are focused on continuous improvement. Our Tier 2 and 3 students receive intensive support through our SSI teachers, and instructional assistants, during our designated Target Time.
- All Boon staff believe that they have a voice and remain positive and professional. Communication is delivered in a timely fashion throughout the organization.
- The Boon staff utilizes student data every 9 weeks to monitor, assess, and make targeted intervention plans for students in need of support.
- Teacher professional development and expansion of Professional Learning Networks have been an identified areas of need this past year. Multiple staff members attended conferences, model schools, or PD outside the campus.
- Boon has identified area of growth in providing engaging learning through enrichment activities for all students.
- 20-21 School year our kinder and first grade teachers began the work of participating in the Reading Academies. The 2nd and 3rd grade teachers will begin this work in the 21-22 school year. This has had a positive impact on the way we teach students reading.

School Processes & Programs Strengths

Campus collaboration on prioritizing support for struggling students through Target time, SIT meetings, and 504.

The Boon staff is a highly motivated staff that seeks out professional learning opportunities.

Boon community is highly supportive and invested in our school and it's success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to ensure that strong culture, climate and expectations for excellence continues. **Root Cause:** 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.

Problem Statement 2: Parent involvement has decreased. **Root Cause:** Lack of on-campus involvement opportunities due to COVID, increase mobility, absence of relationships, and opportunities to connect with younger and new families.

Problem Statement 3: The large increase of new student enrolling challenges current systems and procedures. **Root Cause:** The large increase of new student enrolling challenges current systems and procedures.

Problem Statement 4: STAAR scores for Meets Standards dropped on average of 10 points across 3rd-6th grade from 2019 to 2021. **Root Cause:** Learning loss from Covid and transitioning to the online STAAR test

Problem Statement 5: At-risk students in k-2 are showing they need additional support in the area of Reading. **Root Cause:** Increase instructional delivery in the area of small group reading.

Problem Statement 6: There is a perception that only our students who are identified in the GT program receive enrichment. **Root Cause:** Lack of opportunity to provide enrichment of on-level and below-level students.

Perceptions

Perceptions Summary

Boon has a well-defined culture within the building and community. Our Values and beliefs are outlined in our CORE value statements which are posted throughout the building, shared with students, and parents. These are our guiding principles to help ensure success.

Staff turnover rate is extremely low, and mostly limited to retirements. The majority of our staff have been at Boon for 10+ years.

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

Perceptions Strengths

Boon school events have extremely large turn out and are steeped in deep tradition. (Multicultural Night, Chili Cook-off and Veterans Day are big events we hope to continue in the future)

The Boon staff loves their school, students, and community. This is evident to parents, students, and community.

Teachers report in the CNA they feel supported on every level by their teams and administration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During at home learning it became apparent that technology access and support were inconsistent across demographics. **Root Cause:** Not all students had devices to access our platforms, necessary skills to use Google classroom or websites, or adult support to complete their work at an independent level.

Problem Statement 2: There is a perception that only our students who are identified in the GT program receive enrichment. **Root Cause:** Lack of opportunity to provide enrichment of on-level and below-level students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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
- Professional development needs assessment data

Parent/Community Data









- Parent engagement rate

Goals

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

Performance Objective 1: Boon Elementary will continue to build a positive campus culture that promotes collaborative relationships among students, staff, and community.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: To ensure collaborative relationships among staff by hiring and retaining quality candidates, by supporting new teachers through training and mentorship, and by recruiting highly qualified and diverse candidates.</p> <p>Strategy's Expected Result/Impact: We will hire and retain highly qualified and diverse candidates</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative			Summative
	Dec	Mar	May	May
	 30%	 70%	 90%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Boon Elementary will empower teachers by providing professional development designed to leverage technology and enrichment strategies that inspire collaboration, problem-solving, and innovation.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Boon Elementary will provide ongoing training and support to expand the use of Google drive , Google classroom, and see-saw</p> <p>Strategy's Expected Result/Impact: increase student engagement and academic success.</p> <p>Staff Responsible for Monitoring: Admin, Campus Tech, Instructional Coaches, Library Media Specialist,</p>	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will lead professional development throughout the year focusing on technology integration.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Building capacity in teacher leaders</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Dec	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 1: Boon Elementary students will be able to demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Evaluation Data Sources: Number of discipline referrals, student responses during morning meeting, bully reports.

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Boon Elementary will utilize Second Step Curriculum to support students in learning social and emotional skills campus-wide Monday 7:45-8:15.</p> <p>Strategy's Expected Result/Impact: Students will become better managers of their emotions and social awareness.</p> <p>Staff Responsible for Monitoring: Admin, Classroom teachers, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





















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

Performance Objective 2: Boon Elementary will use assessment data (District Benchmarks, mCLASS, MAP testing, DRA levels, STAAR assessment) to inform instructional decision-making for core instruction and targeted intervention/enrichment to increase overall academic achievement of all students.

Evaluation Data Sources: Map testing, progress monitoring, SSI tracking forms

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Training for staff on Genius Hour, PBL, Enrichment for Tier 1 students. Strategy's Expected Result/Impact: All students will grow in the area of creativity, critical thinking, problem-solving, and move closer to our goal of becoming 21st-century learners. Staff Responsible for Monitoring: Admin, classroom teachers</p>	Formative			Summative
	Dec	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Boon Elementary will set up a purposeful system of academic intervention and enrichment to support Tier 1, Tier 2 and Tier 3 students during the school day to 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 performance of struggling students. Staff Responsible for Monitoring: Admin, grade level teachers, CIS, SSI, Instructional Coaches, Funding Sources: - Comp Ed: State Special Allotment - \$13,702</p>	Formative			Summative
	Dec	Mar	May	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training on MAP assessments and how to utilize the data to drive instructional decisions. Strategy's Expected Result/Impact: Student growth, data tracking, and ensuring student success Staff Responsible for Monitoring: Admin, teachers, Instructional Coaches, CIS, SPED, SSI</p>	Formative			Summative
	Dec	Mar	May	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Enrichment and divergent thinking strategies for our identified GT students</p> <p>Staff Responsible for Monitoring: AIM Teacher</p> <p>Funding Sources: - GT Allotment - \$81,913</p>	Formative			Summative
	Dec	Mar	May	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide learning experiences and services for Tier 3 special education students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Close the gaps of our tier 3 special education students.</p> <p>Staff Responsible for Monitoring: SPED teachers, Diagnostician, Admin</p> <p>Funding Sources: - Special Education: State Special Allotment - \$436,460</p>	Formative			Summative
	Dec	Mar	May	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide supplemental learning experiences for Emergent Bilingual Students promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: EL learners will show growth in language and academics on the TELPAS test.</p> <p>Staff Responsible for Monitoring: EL Facilitator</p> <p>Funding Sources: - Bilingual/ESL: State Special Allotment - \$200</p>	Formative			Summative
	Dec	Mar	May	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Students identified with Dyslexia will close gaps in reading and phonemic awareness/phonics skills</p> <p>Funding Sources: - Dyslexia: State Allotment - \$43,681</p>	Formative			Summative
	Dec	Mar	May	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 78.3% to 81.5%.

HB3 Goal

Evaluation Data Sources: STAAR 2021-2024

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-1 teachers will participate in Texas Reading Academies during the 2020-2021 school year followed by grades 2 and 3 during the 2021-2022.</p> <p>Strategy's Expected Result/Impact: Increase STAAR reading scores from grade 3 and above students as a result of strong foundations</p> <p>Staff Responsible for Monitoring: Administration, IC, K and 1st grade teachers</p>	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p>Funding Sources: - Early Education: State Allotment - \$178,987</p>	Formative			Summative
	Dec	Mar	May	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				









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

Performance Objective 4: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 88.6% to 91.5%.

HB3 Goal

Evaluation Data Sources: STAAR 2021-2024

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize MAP assessment data to target specific strands of high need for individual students. Strategy's Expected Result/Impact: Increased STAAR math scores Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Dec	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$178,987.00
Sub-Total					\$178,987.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	7			\$43,681.00
Sub-Total					\$43,681.00
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	6			\$200.00
Sub-Total					\$200.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$13,702.00
Sub-Total					\$13,702.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5			\$436,460.00
Sub-Total					\$436,460.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4			\$81,913.00
Sub-Total					\$81,913.00