Boone Elementary School

Campus Improvement Plan
2020/2021

CIP only

BOONE
ELEMENTARY SCHOOL
AUSTIN Independent School District
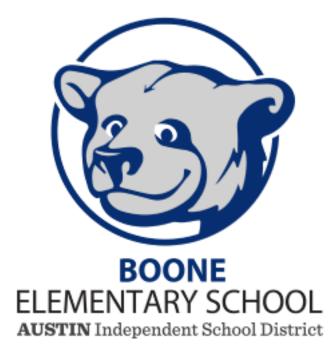
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Date Reviewed: Date Approved:

Campus Mission

Boone is a community of learners that values and provides all students with the opportunity for success in academics, creative arts, and citizenship in a a safe, nurturing environment. Every student matters! Every moment matters!

We believe all students...

can develop a love for learning in a strong diverse community where everyone's contributions are valued.

deserve a safe and nurturing environment that supports and challenges them.

need a strong foundation with high expectations for the staff and students that fosters growth.

thrive when encouraged to be creative and develop their individuality and by providing differentiated instruction.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

% of beginning teachers (TAPR)
% teacher turnover
CAPR results for administrators
District Family Survey results
https://txschools.gov/
STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results
Student Survey results

Demographics Strengths

Boone is a vibrant, multi-cultural, community based school. Events such as our annual Multi-Cultural Family night is just one example of the way in which we recognize and support the many cultures that are represented in our Boone family.

Demographics Weaknesses

Our community has gradually begun to change over the last five years as gentrification has encroached and property values have begun to rise. A number of our ling standing families have been challenged to remain in our community as the cost of living has risen in our area. Our challenge is to continue to evolve as a community while still maintaining our small community unity and feel.

Demographics Needs

To continue to grow our community and enrollment size while maintaining the consistency of our family feel that has been the trademark of this campus for many years.

Demographics Summary

Comprehensive Needs Assessment

Demographics Summary (Continued)

While Boone faces challenges as our community grows and changes, the campus has been able to maintain its consistency as the heart of the community and a place of trust for our families.

Student Achievement

Student Achievement Data Sources

CCMR disaggregated by student group
Coordinated School Health ratings
Focus Groups/Interviews
https://txschools.gov/
MOY disaggregated by grade, subj., & stud. grp.
STAAR disaggregated by subj., grade, & stud. grp.

Student Achievement Strengths

Boone has consistently met or exceeded our campus test scores on the STAAR assessment. Benchmark scores in all areas remain in the top 25th percentile in the district. State accountability ratings (88 for the 2018-19 school year) reflect the highest rating of any elementary school in the Crockett HS vertical team as well as any elementary campus in our geographical area.

Student Achievement Weaknesses

Achievement on the STAAR assessment and Yearly Growth measures for our Special Education students does not meet the same level of success as for our other demographic groups. Hispanic and Economically Disadvantaged groups, while not as significant a gap as with our SPED population, are also an area of focus.

Student Achievement Needs

There is a need to develop the strength of our early childhood classroom reading program. Student assessment scores in first and second grade in particular reflect a declining number of students reaching grade level or above proficiency by the end of the school year. A focus on intentional design, planning, and implementation of small group

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

instruction in all academic subjects is also an area of focus.

Student Achievement Summary

The professional development plan for Boone this year contains a high level of focus on small group instruction and design. Creating small groups for in class intervention based on specific data points and measurable progress monitoring is essential for campus improvement.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

District Family Survey results
Focus Groups/Interviews
https://txschools.gov/
Referral data disaggregated by student group
SEL Implementation Survey results
Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

Staff, Student, and Parent survey results are consistently above the district averages for all domains. A large majority of the domain percentages are scored above 90%, with many scoring above 95%. Customer service measures are also consistently far above the district average. There is a flourishing and positive campus culture in place at Boone and there is a strong family concept and approach in place.

School Culture and Climate Weaknesses

Overall school discipline scores in the staff survey, while still strong, are the highest area of need. Last year, Boone welcomed a new assistant principal to the campus. This change has resulted in a much more positive and cohesive administrative approach to school challenges and improvement in this area is beginning to show campus wide improvement.

School Culture and Climate Needs

There is a need for a more unified campus approach to classroom management that focuses on the whole child approach and in building relationships first. There are still occasions when classroom discipline philosophy is reflected in a more negative approach to student issues. While progress is being made, more cultural awareness and bias reflection is needed.

School Culture and Climate Summary

Comprehensive Needs Assessment

The campus is including anti-racist and bias awareness elements in its professional development plan this year. In addition, the campus is focusing on creating more community responsibility on the classroom level to assist in improving overall classroom management.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)
% teacher turnover
% unfilled sub vacancies
PPfT results for teachers
Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

The Boone staff has maintained a high level of retention and educator quality over the last five years. During that time, no teacher has left for similar position at another AISD campus. PPfT and CAPR results reflect a high level of excellence in the classroom and within the administrative team.

Staff Quality, Recruitment and Retention Weaknesses

There are at times incidents of disagreement within the grade levels or across the campus that are not handled in the most effective manner. Developing the capacity for reflection and finding common ground is a minor area of need. However, this is more focused on a few individuals, not the campus as a whole.

Staff Quality, Recruitment and Retention Needs

Continue to build team strength and inter-grade level cohesiveness.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Staff surveys and teacher comments reflect that Boone is a wonderful place to teach. Staff feels supported and listened to. Boone will continue to build on these strengths as we navigate this difficult school year.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

GT-CAMP ratings
MOY disaggregated by grade, subj., & stud. grp.
Short Cycle Assessments disaggregated by stud. grp
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Curriculum, Instruction and Assessment Strengths

Boone is an strongly dedicated AVID campus. Across the grade level teams, at least fifty to sixty percent of the staff has participated in strenuous AVID SI training. In addition, AVID concepts can be found in every classroom from PK to 5th grade. Instruction is needs based and teachers consistently supplement the district curriculum with enrichment activities for all students.

Curriculum, Instruction and Assessment Weaknesses

There is a need to develop the strength of our early childhood classroom reading program. Student assessment scores in first and second grade in particular reflect a declining number of students reaching grade level or above proficiency by the end of the school year. A focus on intentional design, planning, and implementation of small group instruction in all academic subjects is also an area of focus.

Curriculum, Instruction and Assessment Needs

There is a need to improve the overall ability of each individual teacher to create meaningful small group interventions for their students that are research based and are focused on specific assessment data and areas of weakness for each individual student.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

The professional development plan for Boone this year contains a high level of focus on small group instruction and design. Creating small groups for in class intervention based on specific data points and measurable progress monitoring is essential for campus improvement.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results
Focus Groups/Interviews

Family and Community Involvement Strengths

Boone is a community centered campus. There is a strong and active PTA and a high level of parent involvement. There are monthly family nights and events scheduled and reflect a high level of participation. Boone is beginning to see third generation students, i.e. - students whose parents went to Boone and whose grandparents were highly involved in Boone. There is an active outdoors program that includes conservation efforts a gardening program, and family camping events.

Family and Community Involvement Weaknesses

The greatest challenge facing Boone is to continue the family involvement levels as our community grows and changes. Reaching and encouraging participation from all of our families is a growing need. Many of our economically disadvantaged families are unable to participate in our campus activities for a variety of reasons. Finding ways they can still be involved and contribute to our Boone community is an area for development.

Family and Community Involvement Needs

Boone is focusing on creating a wider range of programs and opportunities that can continue to bring family involvment into our school.

Family and Community Involvement Summary

Comprehensive Needs Assessment

While Boone faces challenges as our community grows and changes, the campus has been able to maintain its consistency as the heart of the community and a place of trust for our families.

School Context and Organization

School Context and Organization Data Sources

Focus Groups/Interviews
https://txschools.gov/
Staff (TELL) Survey results
Student Survey results

School Context and Organization Strengths

Boone is entering its fifth year with the current campus principal. Routines, procedures, and organizational structures are well established and understood by all school stakeholders. There is a clearly defined mission and goal within the school staff and all are focused on moving the campus forward in its organizational plan.

School Context and Organization Weaknesses

There is a need to continue to expand and institutionalize the school structures and organizational plan. In the last several years, there has been a number of teachers who have left Boone for retirement or due to family relocations. In additional, a boundary change has increased the school enrollment resulting in the growth of approximately 30% of the staff due to additional staffing allocations.

School Context and Organization Needs

With the additional new staff and students new to Boone as a result of the boundary size increase will be important to ensure the continued success and unified community approach to the children who are enrolled.

School Context and Organization Summary

Comprehensive Needs Assessment

Boone will continue to refine and improve the organizational structures that are a strength of the campus. Maintaining a high level of transparency amidst the changes taking place is vital to campus success.

Technology

Technology Data Sources

Staff (TELL) Survey results

Technology Strengths

Boone has built a strong technology foundation over the last four years. The campus PD plans over the last four years focused on strengthening teachers knowledge and comfort level with classroom technology use. The current pandemic challenge has forced this into hyperdrive. Students now have 1 to 1 device capabilities and students have been participating virtually so far this school year.

Technology Weaknesses

The current pandemic situation has exposed a number of technology deficiencies among staff and students. Basic device familiarity with navigation and proficiency has presented many challenges.

Technology Needs

The transition to in-person learning from virtual learning will reflect a need to examine the amount of screen time verses in-person instruction. Continued development of the Blended Learning model will require additional planning and professional development.

Technology Summary

Boone will develop a professional development plan for the current school year and consecutive years that includes extensive exploration of best practices using a blended

Comprehensive Needs Assessment

Technology Summary (Continued)

instruction/flipped classroom approach to classroom instruction.

Comprehensive Needs Assessment Data Sources

% of beginning teachers (TAPR)

% teacher turnover

CAPR results for administrators

District Family Survey results

Fitnessgram results - BOY to EOY growth

Focus Groups/Interviews

GT-CAMP ratings

https://txschools.gov/

MOY disaggregated by grade, subj., & stud. grp.

PPfT results for teachers

Referral data disaggregated by student group

Short Cycle Assessments disaggregated by stud. grp

STAAR disaggregated by subj., grade, & stud. grp.

Staff (TELL) Survey results

Student Survey results

TELPAS disaggregated by grade & prof. lvl.

Boone Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will receive professional learning from the AVID site team on instructional methodologies and protocols of structured collaboration and build on the FNT strategies introduced in the 2019-20 school year. It will be part of the schools overall Professional Development Plan. (Target Group: All) (Strategic Priorities: 2)	AVID Team, AVID Trained Teachers, Principal	April 10, 2021	(L)Campus BTO	Criteria: Presentation documents posted in BLEND Sign In Sheets of PD Sessions 06/01/21 - Completed (S) 03/29/21 - On Track 02/02/21 - On Track 01/26/21 - On Track 01/26/21 - On Track 09/21/20 - Some Progress
2. Site Team will meet monthly to review Site Plan progress, strategy implementation, and AVID Certification. (Target Group: All) (Strategic Priorities: 2)	AVID Team, AVID Trained Teachers, Principal	May 5, 2021	(L)Campus BTO	Criteria: Meeting Agendas and minutes Completed Certification process 06/01/21 - Completed (S) 03/29/21 - On Track 01/26/21 - On Track 01/26/21 - On Track 09/21/20 - Some Progress

Boone Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (AVID Domain III: Schoolwide Leadership) AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add AVID Corner information to each Boone Bear Newsletter. (Target Group: All) (Strategic Priorities: 2)	AVID Team, Principal	May 28, 2021		Criteria: Items in each newsletter 06/01/21 - Discontinued 03/29/21 - Discontinued 01/26/21 - No Progress 09/21/20 - Some Progress
2. Include AVID related information in grade level and classroom level parent newsletters (Target Group: All) (Strategic Priorities: 2)	AVID Team, Teachers	May 28, 2021		Criteria: Items in each newsletter 06/01/21 - Completed 03/29/21 - On Track 01/26/21 - On Track 09/21/20 - Some Progress
3. Include AVID displays and student information center at Family Night Activities (Target Group: All) (Strategic Priorities: 2)	AVID Team	May 10, 2021		Criteria: Displays at each Family Night 01/26/21 - Discontinued (S) 09/21/20 - No Progress
4. Include AVID information in BTSN Classroom presentations. (Target Group: All) (Strategic Priorities: 2)	AVID Team, AVID Trained Teachers, Teachers	Sept. 25, 2020		Criteria: Presentations 09/21/20 - Completed (S)
5. Include AVID vocabulary/information in all student daily agendas. (Target Group: All) (Strategic Priorities: 2)	Principal	Sept. 10, 2020	(L)Campus BTO	Criteria: Printed Agendas 09/21/20 - Completed (S)

Boone Elementary School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Boone Elementary School

Goal 3. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create Professional development calendar that provides support for DreamBox and other math intervention resources including MAP Growth, IXL, Imagine Learning (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Campus Leadership Team, Math Committee, Principal, Teacher(s)	May 28, 2021		Criteria: Notes, sign in sheets, agendas form PD sessions Usage and progress reports from the online applications 06/02/21 - Completed (S) 03/29/21 - On Track 02/02/21 - On Track 09/29/20 - On Track
2. Create Professional Development calendar that focuses on Literacy and fidelity of the Literacy Block across all grade levels. Additional focus area to develop intentional planning for small group instruction. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Literacy Committee, Principal, Reading Specialist, Teacher(s)	May 28, 2021		Criteria: Notes, sign in sheets, agendas from PD sessions Classroom observation records of small group instruction completed by campus admin 06/02/21 - Completed (S) 03/29/21 - On Track 02/02/21 - On Track 09/29/20 - On Track
3. Create PLC focused PD opportunities for all staff during the regularly scheduled PD dates (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Grade Level Team, Leadership Team, Principal	May 1, 2021		Criteria: Notes, sign in sheets, agendas form PD sessions 06/02/21 - Some Progress (S) 03/29/21 - On Track 02/02/21 - Some Progress 09/29/20 - On Track
4. Continue Boone U schedule with differentiated PD sessions on Technology and other related PD topics. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Principal, Teachers	April 7, 2021		Criteria: Notes, sign in sheets, agendas form PD sessions 06/02/21 - Discontinued (S) 02/02/21 - Discontinued 09/29/20 - Some Progress

Boone Elementary School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with teachers as teams on a regularly scheduled calendar of meetings to review student performance data and common assessment results (Target Group: All,H,AA,ECD,SPED) (Strategic Priorities: 2)	Assistant Principal, Principal	May 28, 2021		Criteria: Nine week assessment documentation Quarterly student progress assessments in MAPGrowth 06/02/21 - Significant Progress (S) 03/29/21 - Some Progress 02/02/21 - Some Progress 09/29/20 - Some Progress
2. Provide MOY assessments schedule for grades 3, 4, and 5 in STAAR subjects. Review results with teams to determine intervention strategies (Target Group: All,SPED,3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal, Principal	May 1, 2021		Criteria: MOY assessment documentation 06/02/21 - Completed (S) 03/29/21 - Completed 02/02/21 - Significant Progress 09/29/20 - On Track
3. Review monthly MAP Growth results for K, 1, and 2 to identify and track struggling learners. (Target Group: All,H,AA,ECD,SPED,K,1st,2nd) (Strategic Priorities: 2)	Assistant Principal, Grade Level Team, Principal, Teachers	May 1, 2021		Criteria: Nine week assessment documentation 06/02/21 - Some Progress (S) 03/29/21 - On Track 02/02/21 - On Track 09/29/20 - On Track

Boone Elementary School

Goal 4.   (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2.   (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue current CST process of meeting about and tracking struggling learners through weekly CST campus meetings. (Target Group: All,AtRisk,Dys) (Strategic Priorities: 2)	Assistant Principal, Counselor, Principal, Teachers	May 28, 2021		Criteria: Tuesday CST agendas 06/02/21 - Completed (S) 03/29/21 - On Track 02/02/21 - On Track 09/29/20 - On Track
2. Ensure that all student progress and significant communication notes are routinely entered in eCST for students with learning or others challenging situations. (Target Group: All,AtRisk,Dys) (Strategic Priorities: 2)	Assistant Principal, Counselor, Principal, Teachers	May 28, 2021		Criteria: eCST documentation 06/02/21 - Completed (S) 03/29/21 - On Track 02/02/21 - On Track 09/29/20 - On Track
3. Work with campus LSSP/CST Team/Admin to develop strong communicaiton channels for discussing and working with students in the CST process (Target Group: All,SPED,AtRisk,Dys,504) (Strategic Priorities: 2)	Assistant Principal, LSSP, Principal, Special Ed Teachers, Special Education Staff	May 28, 2021		Criteria: Communication logs, etc. 06/02/21 - Completed (S) 03/29/21 - Significant Progress 02/02/21 - On Track 09/29/20 - On Track

Boone Elementary School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use Collaborative Structures designs and FNT strategies to demonstrate critical thinking skills in their classrooms. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, AVID Team, AVID Trained Teachers, Principal, Teachers	May 28, 2020		Criteria: Student samples of note taking at each grade level. Observations and lesson plan documentation of use of Collaborative Structures in class lessons. 06/02/21 - Some Progress (S) 03/29/21 - On Track 02/02/21 - Some Progress 09/29/20 - Some Progress
2. Teachers will introduce the Costas Level of Thinking and post anchor charts. (Target Group: All) (Strategic Priorities: 2)	AVID Team, AVID Trained Teachers, Teacher(s), Teachers	May 28, 2021		Criteria: Classroom artifacts 06/02/21 - Some Progress (S) 03/29/21 - On Track 02/02/21 - On Track 09/29/20 - On Track
3. Teachers will focus on modeling FNT and transition to implementing student generated notetaking. (Target Group: All) (Strategic Priorities: 2)	AVID Team, AVID Trained Teachers, Teachers	May 28, 2020		Criteria: Classroom artifacts 06/02/21 - Significant Progress (S) 03/29/21 - On Track 02/02/21 - On Track 09/29/20 - On Track

Boone Elementary School

Goal 5. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosphy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will routinely include AVID structures and strategies in all lesson and in the classroom culture as indicated by the strategies listed in other domains and objectives of the CIP. (Target Group: All) (Strategic Priorities: 1,2,3)	AVID Team, AVID Trained Teachers, Principal, Teacher(s)	May 28, 2021		Criteria: Evidence artifacts as outlined in previous CIP objectives. 06/02/21 - Significant Progress (S) 03/29/21 - On Track 02/02/21 - On Track 09/29/20 - On Track

Boone Elementary School

Goal 5.   (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2.   (PreK - 12+ College, Career, and Life Readiness) Other

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will work in grade level and vertical subject area teams to design note taking strategies or systems that are aligned across grade levels. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, AVID Team, Principal, Teachers	May 28, 2021		Criteria: Unified Note Taking Process 06/02/21 - Some Progress (S) 03/29/21 - Some Progress 02/02/21 - Some Progress 09/29/20 - On Track
2. Teachers will follow the process of FNT. Using peer-review and scaffolding to create usable notes for each student. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, AVID Team, Principal, Teachers	May 28, 2021		Criteria: Student work samples 06/02/21 - Some Progress (S) 03/29/21 - Some Progress 02/02/21 - Some Progress 09/29/20 - On Track
3. Create a system of classroom visits and feedback to support evidence of FNT in all classes as appropriate (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, AVID Team, Principal	May 28, 2021		Criteria: Feedback forms 06/02/21 - On Track (S) 02/02/21 - Discontinued 09/29/20 - Some Progress

Boone Elementary School

Goal 6. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with campus GT committee to review student GT demographis (Target Group: H,AA,ECD,GT) (Strategic Priorities: 2)	Grade Level Lead, GT Advocate, Principal	November 1, 2020		Criteria: Meeting Notes/Agenda 06/02/21 - Completed (S) 02/02/21 - Completed 09/29/20 - On Track
2. Review identification process and possible student indicators of GT abilities in minority students with staff during PD. (Target Group: H,AA,ECD) (Strategic Priorities: 2)	GT Advocate, Principal	November 1, 2020		Criteria: Presentation notes 06/02/21 - Completed (S) 02/02/21 - Completed 09/29/20 - On Track
3. Hold parent meetings to explain process and encourage parent nominations. (Target Group: All) (Strategic Priorities: 2)	GT Advocate, Principal	January 20, 2021		06/02/21 - Discontinued (S) 02/02/21 - Discontinued 09/29/20 - On Track
4. Monitor student academic progress to identify possible Hispanic students overlooked by typical evaluation means. (Target Group: H) (Strategic Priorities: 2)	GT Advocate, Teacher(s)	February 12, 2021		Criteria: Meeting notes on individual students 06/02/21 - Some Progress (S) 03/29/21 - On Track 02/02/21 - Some Progress 09/29/20 - Some Progress 09/29/20 - Pending

Boone Elementary School

Goal 7. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. (Sustainability) Green Team, Energy, Food, Nature, Water, and Zero Waste

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue campus progress to becoming a Green Flag school for ecology and sustainability (Target Group: All) (Strategic Priorities: 1,3)	Campus Club Sponsors, Green Committee, Science Dept Chair	May 28. 2021		Criteria: Progress documentation for Green School status 06/02/21 - Discontinued (S) 03/29/21 - Some Progress 02/02/21 - Some Progress 09/29/20 - Some Progress

SY 20-21 CIP Developers List

Name	Position
Stevens, Alan	Principal
Crawford, Kristy	Assistant Principal
Lozo, Nicole	Counselor
Cole, Elizabeth	Teacher
Mccarter, Kareen	Teacher
Bolen, Ginger	Teacher
Dahnke, Evon	Teacher
Harris, Amy	Teacher
Johnson, Paul	Teacher
Hernandez, Crystal	PTA President/CAC member
Dusek, Vera	Parent/CAC member
Phillips, Katie	Parent/CAC member
Cooke, Karina	Parent/CAC member
Negrete, Amy	Teacher
White, Cheryl	Classified CAC Representative
Martin, Judith	Teacher
Amador, Daniel	Community Member CAC Representative
Warnken, Debbie	DCSI

Resources

Resource	Source
No rows defined.	