

BOONE EL
Boone Elementary School
2021/2022

We can do this. We are Boone Bears, and we were born to make a difference.



BOONE
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

Date Approved:

12/8/2021

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 safe, nurturing environment. Every student matters! Every moment matters!

Campus Vision

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 all students

Campus Values

We value the need for a strong foundation with high expectations for the staff and students that fosters growth.
We value an environment where all can 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.

BOONE EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All) (Strategic Priorities: 3)	PE Teacher, Principal, Staff Wellness Champion, Wellness Committee	May, 2022		Criteria: Evidence will be copies of the communications and frequency of information postings. 11/01/21 - Some Progress
2. All classes will implement morning classroom and closing classroom meetings on a daily basis following the Responsive Classroom instructional model. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal, Principal, SEL Committee, Teachers, Team Leaders	May, 2022		Criteria: Lesson plans of morning and closing meetings. Classroom observations of morning and closing meetings. Professional development notes and agendas. 11/01/21 - On Track
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Strategic Priorities: 3)	Assistant Principal, Principal, SEL Committee	May 27, 2022		Criteria: Faculty meeting minutes and agendas. 11/01/21 - On Track

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Employee Wellness) SMART Goal: Identify campus health and wellness issues and collaborate with existing programs and the CATCH committee to create health and wellness programs. After thirty days, evaluate implementation of the program and results, and ensure that all activities are inclusive and relevant to the student population at Boone.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Campus Wellness Team to oversee staff wellness activities and programing. (Target Group: M,F) (Strategic Priorities: 1)	Principal, Staff Wellness Champion, Wellness Committee	November 1, 2021		Criteria: Meeting notes and agendas of Wellness committee meetings. 11/01/21 - On Track
2. Staff Wellness committee will create 2 activities and programs each semester focused on improving staff health and awareness. Provide incentives for participation as available. (Target Group: M,F) (Strategic Priorities: 1)	Principal, Staff Wellness Champion, Teacher(s), Wellness Committee	May 27, 2022	(L)Campus BTO - \$500	Criteria: Rosters of participants for each activity. 11/01/21 - Some Progress
3. Assign a dedicated campus wellness champ to lead the campus wellness team and lead the organization of family and staff health related events. (Target Group: All) (Strategic Priorities: 3)	Principal	September 10, 2021		Criteria: Selection of person as campus wellness champion 11/01/21 - On Track

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Objective 3. (Physical Environment/Sustainability) SMART Goal: By the end of the 2021-22 school year, Boone will create 3 additional inclusive and culturally responsive outdoor learning spaces for all students to use at Boone for environmental and ecology based awareness lessons and earn the Green Flag Ecology Award.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify a Green Team Lead to identify recommended strategies, and organize any green team activities at the school. (artifact = NWF Eco-School Handbook, evidence = Green Team Lead identified in AISD Directory). (Target Group: All) (Strategic Priorities: 2,3)	Green Committee, Principal, PTA, Teachers	May 27, 2022		Criteria: NWF Eco-School Handbook, Green Team Lead identified in AISD Directory 11/01/21 - Some Progress
2. Establish a Green Team in alignment with NWF Green Flag Eco-team guidelines: The Green Team consists of at least 50% students, and also includes, teachers, staff, and community members; The team meets at least 8 times a year; Students take significant responsibility for conducting the Green Team meetings and the team's decision-making process; Students share responsibility for keeping minutes for each meeting and communicating information to the whole school; Student representatives actively engage other students and collect suggestions from the greater student body. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,3)	Green Committee, Principal	December 17, 2021		Criteria: Green team student member list, meeting notes, activities including campus green days, etc. 11/01/21 - Some Progress
3. Work with PTA and Boone Grounds Team to plan, develop, and create 3 additional outdoor learning spaces for use by all students and teachers. (SC #7) (Target Group: All)	Green Committee, Parents, Principal, PTA	March 11, 2022	(O)Other - \$5,000	Criteria: Three completed outdoor learning spaces ready for student use. 11/01/21 - On Track

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Objective 4. (Social and Emotional School Climate) Promote SEL via all methods of communication: newsletters, phone calls, calendar, emails, and the marquee that are in communication modes that meet the wide and varied language and device needs and abilities of the Boone community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add SEL Corner to all Boone Bear Facts newsletter, grade level and/or classroom newsletters. (Target Group: All) (Strategic Priorities: 2,3)	SEL Campus Coordinator, SEL Committee, Teachers, Team Leaders	May 27, 2021		Criteria: Evidence will be inserts used for various newsletters. 11/01/21 - Some Progress
2. Monthly SEL updates and information added to Boone website. To include links to family services, wellness suggestions, SEL based activity suggestions. (Target Group: All) (Strategic Priorities: 2,3)	Principal, SEL Campus Coordinator, SEL Committee, Website Manager	Monthly May 27, '22		Criteria: Examples of website posts and links. Wellness corner created on web page. 11/01/21 - Some Progress
3. Promote SEL via all methods of communication: newsletters, phone calls, calendar, emails, and the marquee. (Target Group: All) (Strategic Priorities: 3)	Administrators, SEL Campus Coordinator, SEL Committee, Teachers, Team Leaders	May 27, 2022		Criteria: Copies of example communications, and marquee messages. 11/01/21 - On Track

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Objective 5. (Objective 5 - Family Engagement) Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that all family nights and activities are culturally responsive and model inclusive strategies. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal, Principal, PTA	May 27, 2022		Criteria: Meeting organization and agendas. 11/01/21 - On Track
2. Continue Culturally Responsive teaching PD for all staff and PTA officers and introduce during at least two parent meetings during the school year. (SC #1) (Target Group: H,AA,ECD,SPED,AtRisk,Dys) (Strategic Priorities: 2,3)	Principal, Team Leaders	April 15, 2022		Criteria: Meeting and PD notes and presentations. 11/01/21 - No Progress
3. Through the AVID programming, communicate to 100% of parents on the importance of high academic and educational aspirations, showing the steps that need to be taken to actualize these aspirations. (Strategic Priorities: 3)	Assistant Principal, AVID Team, AVID Trained Teachers, Principal, Teachers, Team Leaders	May 27, 2022		Criteria: AVID Family night and inclusion of AVID strategies in all parent meetings. 11/01/21 - On Track

BOONE EL

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) All students have inclusive, culturally diverse, and rigorous learning experiences because the school will ensure objective-driven daily lessons, classroom and formative assessments that are inclusive of all students' needs that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. (SC #3, 6) (Target Group: H,W,AA,ECD,SPED) (Strategic Priorities: 2,3)	Academic Leadership Team, Assistant Principal, Principal	May 27, 2022		Criteria: Observation notes and feedback forms. Agenda and protocols of regular data meetings. Improved assessment scores. 11/01/21 - On Track
2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for small group reteach. (SC #3, 6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,3)	Academic Leadership Team, Intervention Staff, Teachers, Team Leaders	May 27, 2022		Criteria: Lesson plans for small group instruction, data tracking methods charted. 11/01/21 - On Track
3. Provide professional development throughout the school year focused on intentional, intensive and SE guided small group lesson design and planning. (SC #3, 6) (Target Group: All,H,AA,ECD,ESL,LEP,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2,3)	Academic Leadership Team, Instructional Team, Intervention Staff	April 15, 2022		Criteria: Professional development session agendas and presentation notes. 11/01/21 - On Track
4. Review monthly MapGrowth results for grades K, 1, & 2 to identify and track struggling learners. (Target Group: All,H,AA,ECD,SPED,K,1st,2nd) (Strategic Priorities: 2,3)	Academic Leadership Team, Intervention Staff, Teachers, Team Leaders	May 27, 2022		Criteria: MapGrowth reports, teacher meeting notes and agendas. 11/01/21 - On Track

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Objective 1 - Positive, Culturally Responsive, and Inclusive Classrooms (Campus specific)) All students will have classroom environments that are community based, inclusive, and in which cultural differences are recognized and celebrated because the school will ensure that classroom practices are student focused, SEL connected, and designed to provide a positive learning experience for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will include classroom morning meetings and closing meetings to promote a sense of belonging and community. (SC #4, 5) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal, Principal, SEL Campus Coordinator, SEL Committee, Teachers, Team Leaders	August 17, 2021		Criteria: Morning meeting lesson plans; observations in class of closing and morning meetings. 11/01/21 - On Track
2. Provide Staff professional development on the Responsive Classroom framework for building classroom culture. (SC #4, 5) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal, Principal, SEL Campus Coordinator, SEL Committee, Team Leaders	April 15, 2022		Criteria: Professional development notes, presentations and agendas. 11/01/21 - On Track
3. Create a campus SEL committee that will focus on implementation of Responsive Classroom framework in order to lead and support the staff on this framework implementation, including professional development, team meetings, as well as direct classroom support. (SC #4, 5) (Target Group: All) (Strategic Priorities: 3)	Administrators, SEL Campus Coordinator, SEL Committee	November, 2021		Criteria: Meeting notes, PD session agendas, classroom observations of implementation. 11/01/21 - On Track
4. Celebrate student success through nine week recognitions for academics, citizenship, character traits, and attendance. In addition, celebrate student achievements through school activities and outside the school through daily announcements and assembly recognitions. (SC #2, 4, 5) (Target Group: All) (Strategic Priorities: 2,3)	Principal, Teachers, Team Leaders	May 27, 2022		Criteria: Student awards, copies of announcements, recognition assemblies. 11/01/21 - On Track

BOONE EL

Goal 3. (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) (AVID Domain II: Schoolwide Systems) - AVID is schoolwide when systems are in place that support inclusive student achievement through inclusive curriculum & instruction methodology, professional learning, and development of student organizational skills that are culturally relevant for the school's population.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher will receive professional learning from the AVID site team on instructional methodologies and protocols of structured collaboration and build on the Focused Note Taking strategies introduced in the previous school year. (Target Group: All) (Strategic Priorities: 2,3)	AVID Coordinator, AVID Team, AVID Trained Teachers, Principal	April 15, 2022		Criteria: Profession Development notea nd presentation. Lesson plans reflecting the inclusion of AVID concepts. 11/01/21 - Some Progress
2. Teachers will routinely include AVID structures and strategies in all lessons and in the classroom culture, such as FNT, SLANT, RUBIES, DLIQ, one-pagers, collaborative structures for class discussions, as well as organizational skills via student notebook and agenda organization. (Target Group: All,H,AA,ECD,ESL,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,3)	AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers, Principal, Teachers, Team Leaders	May 27, 2022		Criteria: Lesson plans, class observations of AVID strategy use, student binders and agendas. 11/01/21 - On Track
3. Site Team will meet monthly to review Site Plan progress, strategy implementation, and AVID certification. (Target Group: All) (Strategic Priorities: 2,3)	AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers, Principal	May 1, 2022		Criteria: Meeting agendas and minutes; completed certification process. 11/01/21 - On Track
4. Include AVID vocabulary/information in all student daily agendas. (Target Group: All) (Strategic Priorities: 2,3)	AVID Team, Principal	September 10, 2022		Criteria: final version of agendas passed out to students with AVID related pages. 11/01/21 - Completed

BOONE EL

Goal 4. (Increased Enrollment) Semester 1: Campus enrollment will increase from 459 to 500 by December 15, 2021. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 459 to 500 by December 15, 2021. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Semester 1 goal strategies - 1.) Provide monthly school tours to bring in community and highlight successes and strengths. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal, Counselor, Principal	December 17, 2021		Criteria: Visitor sign in sheets for school tours. 11/01/21 - Discontinued
2. Semester 1 goal strategy - Post to social media at least daily to provide regular communication to campus communities. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal, Office Staff, Principal, Website Manager	December 17, 2021		Criteria: Examples of Social Media posts 11/01/21 - On Track
3. Both Fall and Spring Semester Goal - Utilize \$1500 marketing budget to provide stipend to a staff member to update website monthly and maintain social media daily. (Target Group: All) (Strategic Priorities: 2,3)	Principal, Website Manager	May 27, 2022	(L)Campus BTO - \$1,500	Criteria: Examples of social media posts and website updates. 11/01/21 - No Progress
4. Semester 2 Goal strategy - Actively advertise and post on social media, information on enrollment for the 2022-23 school year. (Target Group: All) (Strategic Priorities: 2,3)	Office Staff, Principal, Registrar	April 15, 2022		Criteria: Examples of posts and emails to families. 11/01/21 - On Track
5. Semester 2 Goal strategy - Call all families individually to provide any needed support to complete the registration process to achieve 85% registered by April 30, 2022. (Target Group: All) (Strategic Priorities: 2,3)	Office Staff, Principal, Registrar	April 30, 2022		Criteria: Phone log of calls. 85% completed enrollment packets. 11/01/21 - Some Progress

BOONE EL

Goal 5. (Exemplary Customer Service) By the end of SY 21-22, the campus will move from Meets Expectations to Exceeds Expectations on the Campus Culture of Respect Goals section of the Campus Assessment Rubric. We will strive for all of our interactions to be culturally sensitive and inclusive of all families in the Boone community.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Meets Expectations to Exceeds Expectations on the Campus Culture of Respect Goals section of the Campus Assessment Rubric. We will strive for all of our interactions to be culturally sensitive and inclusive of all families in the Boone community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data from parents to identify where customer service is lacking and use that information to identify what type of additional customer service training is required. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal, Office Staff, Principal, Team Leaders	CARES post surveys		Criteria: Reports from customer surveys and parental feedback through emails and phone conversations. 11/01/21 - On Track
2. Implement the CARES Standards of Customer Service. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal, Office Staff, Principal, Teachers, Team Leaders	May 27, 2022		Criteria: Improvement of CARES customer Service Evaluation scores. 11/01/21 - On Track
3. Provide Austin ISD CARES parent information flyer at all parent meetings, send the flyer home, and post it on the campus website. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal, Principal, Website Manager	May 27, 2022		Criteria: Copies of flyers distributed and website updates. 11/01/21 - Some Progress

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

BOONE EL Site Base

Name	Position
Stevens, Alan	Principal
Crawford, Kristy	Assistant Principal
Warnken, Debbie	Executive Director
Phillips, Katie	CAC nonStaff Co-Chair
Suarez, Jackie	CAC Co Chair
Dusek, Vera	CAC Parent member
Brothwell-Hernandez, Crystal	CAC - PTA President
Crocker, Stephanie	CAC Teacher Rep
Sladek, Jennifer	CAC Teacher Rep
White, Cheryl	CAC - Classified Rep

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	60	29	20	67	100	50	82	68	39	38	83	81
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Community and family engagement continues to be a challenge with the CiVid situation. We will focus on Employee Wellness and CSH Implementation.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	560	23	-	-	-	-	240	-	-	-	-	2372	-	-	-	-	281	-	-	-	-
2018-2019	549	18	-	-	-	-	237	-	-	-	-	243	-	-	-	-	281	-	-	-	-
**2019-2020	565	22	-	-	-	-	246	-	-	-	-	247	-	-	-	-	286	-	-	-	-
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	560	279	-	-	-	-	256	-	-	-	-	103	-	-	-	-					
2018-2019	549	268	-	-	-	-	251	-	-	-	-	104	-	-	-	-					
**2019-2020	565	279	-	-	-	-	282	-	-	-	-	98	-	-	-	-					

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

We are implementing Responsive Classroom practices in all classrooms for the 2021-22 school year. Overall discipline is strong. We are looking to rebuild classroom communities after the CoVid year last year.

What are the top 3 reasons students get referrals?

n/a

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

SY 20-21 MAP Growth BOY to EOY

	English									Spanish - N/A								
	BOY				EOY				Change	BOY				EOY				Change
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	81	12	10	78	82	24	32	44	-34									
2	71	27	21	52	69	48	23	29	-23									
3	86	23	17	59	84	33	10	57	-2									
4	77	16	13	71	72	18	19	63	-8									
5	76	30	16	54	75	45	20	35	-19									
All	391	21	15	63	382	38	21	46	-17									

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

Student performance across all grade levels dropped significantly from the BOY to EOY. Testing integrity is a causal factor for some of this decline. We will be analyzing our BOY MapGrowth data from this fall to see if the reading levels maintain or improve from the EOY last Spring. We are focusing our campus PD this year on intentional, intensive, focused small group instruction to help address these performance gaps.

SY 20-21 TELPAS Progress

	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021			2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K			0			-	-	-	-
1			6			17	33	33	33
2			5			80	20	40	0
3			4			*	*	*	20
4			3			*	*	*	*
5			4			*	*	*	*
All									

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

This is atypical for Boone. Lack of in-person access to the students due to virtual learning is a strong causal factor. We are focusing our campus PD this year on intentional, intensive, focused small group instruction to help address these performance gaps.

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	57	68	53	16	9	2	50	*	*	*	24	73	42	13	8	23	62	70	22	9
Math	04	38	49	50	32	21	0	-	-	-	-	19	50	47	37	21	18	56	56	28	22
Math	05	39	51	38	21	5	0	-	-	-	-	21	53	19	10	5	17	59	65	35	6
Math	All	135	57	48	22	11	2	20	-	-	-	64	58	36	19	11	58	59	64	28	12
Reading	03	57	68	74	54	30	2	50	-	-	-	24	73	58	42	29	23	62	83	65	30
Reading	04	38	50	66	45	26	0	-	-	-	-	19	51	58	42	26	18	56	78	50	28
Reading	05	38	51	71	45	29	0	-	-	-	-	20	51	60	20	10	17	59	88	76	53
Reading	All	133	57	71	49	29	2	20	-	-	-	63	58	59	35	22	58	59	83	64	36
Writing	04	36	47	69	33	11	0	-	-	-	-	18	47	56	33	17	17	53	82	35	6
Science	05	40	53	58	18	5	0	-	-	-	-	23	58	43	<1	<1	16	55	81	44	13
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	23	77	39	13	4	4	80	-	-	-	12	86	25	<1	<1	14	56	21	7	<1
Math	04	17	55	41	29	29	3	75	-	-	-	5	56	20	<1	<1	6	50	33	<1	<1
Math	05	16	48	13	13	6	4	100	-	-	-	6	40	<1	<1	<1	10	53	10	<1	<1
Math	All	56	60	32	18	11	11	85	9	<1	<1	23	61	17	<1	<1	30	54	20	3	<1
Reading	03	23	77	57	35	22	4	80	-	-	-	12	86	25	<1	<1	14	56	43	29	7
Reading	04	17	55	65	41	24	3	75	-	-	-	5	56	20	<1	<1	6	55	33	17	<1
Reading	05	15	45	60	33	13	3	75	-	-	-	6	40	17	<1	<1	10	53	40	10	<1
Reading	All	55	59	60	36	20	10	77	20	10	<1	23	61	22	<1	<1	30	53	40	20	3

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

Writing	04	16	52	56	31	19	3	75	*	*	*	5	56	20	<1	<1	6	50	50	<1	<1
Science	05	16	48	31	13	13	4	100	*	*	*	7	47	14	<1	<1	11	58	36	<1	<1

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

Our STAAR scores within our Hispanic and EconDis advantage populations are significantly lower than our overall and white populations. This gap was accentuated due to the instructional irregularities last year. We are focusing our campus PD this year on intentional, intensive, focused small group instruction to help address these performance gaps.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	12.5	5.88	0
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	8.21	6.42	6.67

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?
Principal personally oversees scheduling of all students to ensure that all students are placed correctly.

How are you communicating with all families about GT and/or advanced learning opportunities?
In the past, we have had Principal talks, newsletter info and teacher class updates.

How do you support a culture that provides advanced learning opportunities to all students?
We are an AVID campus. The precepts of AVID are that every student is prepared to be an effective learner. Most of our teachers are GT certified through AISD and are able to provide differentiated instruction to all students based on their individual academic needs.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

CAMPUS	R	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).																			

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection:				
n/a				

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	36	0	18	17	0	0	0	1	15	4	6	<25	109				
Growth Score	53												49				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N												N		0	2	0
Math #PM Tests	37	0	19	17	0	0	0	1	16	5	6	<25	34	3			
Growth Score	16												15				

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N												N		0	2	0
Total															0	4	0

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

These scores are atypical for Boone. There are many causal factors that were out of our control last year. We are focusing our instruction PD this school year on intentional small group instruction effectiveness.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	534	515	543	525
	Students in enrollment area				
Transfers	Transfers to other AISD schools	107	112	100	100
TELL Survey	General School Climate	99	97	93	96
	Managing Student Conduct	98	93	93	97
	Principal Leadership	99	100	98	96

Reflection Questions: Why do you think families are transferring to other AISD schools?

There is a very high satisfaction rate with our community with Boone and our educational program. We have approximately 2x more students transferring in, than transferring away.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Roughly 20% of the transfers for several of the school years are due to dual language or bilingual services. Three years ago AISD removed bilingual services from Boone and moved those students to Sunset Valley.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

Outside of the CoVid effect on school enrollment in general, the neighborhoods around Boone are beginning to be taken over by gentrification. The rising rental rates for many of our families have begun to price them out of this area. Our EconDis percentage has dropped from 50% to 43% in the last three years. Our enrollment has not changed significantly in the past 3 years if CoVid is taken out of the equation.

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies				X
Campus Website			X	
Phone/Voicemail/Email Practices				X
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			x	
Customer service prioritization				X
Facility & Operations				
Grounds			X	
Safety Protocols				X
Signage				X
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>Boone has had consistently high Customer Service ratings. Our focus as a campus and with our PTA is on our outdoor learning spaces and improving the areas for outdoor study opportunities for our students.</p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Boone ES

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

Austin ISD Data Tracker - SY 21-22

Campus Name: Boone ES																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	84%	SCA 1	70%	84%	SCA 2	78%		SCA 3	85%		STAAR	90%
	All	All	Reading	Meets	56%	SCA 1	50%	52%	SCA 2	53%		SCA 3	57%		STAAR	60%
	All	All	Reading	Masters	35%	SCA 1	25%	37%	SCA 2	30%		SCA 3	35%		STAAR	40%
	All	All	Math	App.	83%	SCA 1	75%	77%	SCA 2	78%		SCA 3	83%		STAAR	88%
	All	All	Math	Meets	53%	SCA 1	40%	58%	SCA 2	46%		SCA 3	52%		STAAR	58%
	All	All	Math	Masters	34%	SCA 1	25%	41%	SCA 2	30%		SCA 3	35%		STAAR	38%
	All	All	Science	App.	80%	SCA 1	70%	59%	SCA 2	78%		SCA 3	85%		STAAR	90%
	All	All	Science	Meets	60%	SCA 1	45%	27%	SCA 2	53%		SCA 3	60%		STAAR	65%
	All	All	Science	Masters	31%	SCA 1	25%	9%	SCA 2	29%		SCA 3	33%		STAAR	35%
	All	Emer. Bilingual	Reading	Meets	50%	SCA 1	35%	67%	SCA 2	42%		SCA 3	49%		TELPAS	55%
Strategic Plan Scorecard Elements	All	African American	All	Meets	56%	SCA 1	45%	63%	SCA 2	53%	0%	SCA 3	60%	0%	STAAR	65%
	All	Hispanic	All	Meets	24%	SCA 1	18%	41%	SCA 2	22%	0%	SCA 3	26%	0%	STAAR	30%
	All	Emer. Bilingual	All	Meets	23%	SCA 1	18%	30%	SCA 2	22%	0%	SCA 3	26%	0%	STAAR	30%
	All	Special Education	All	Meets	30%	SCA 1	20%	23%	SCA 2	24%	0%	SCA 3	28%	0%	STAAR	32%
	3rd	All	Reading	Meets	80%	SCA 1	75%	87%	SCA 2	78%		SCA 3	83%		STAAR	86%
	3rd	All	Math	Meets	79%	SCA 1	75%	70%	SCA 2	78%		SCA 3	83%		STAAR	86%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
62	91	A	