

# BOONE EL

## Boone Elementary

**2022/2023**

*Boone Motto*

*In everything we do and say,  
Be safe, Kind, and responsible,  
It's the Boone Way*

*Boone Slogan*

*I can do this,  
I'm a Boone Bear,  
And I was born to make a difference.*



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# BOONE EL

## Mission

*We will provide an optimal school community for ALL students to be empowered and flourish as next generation global citizens.*

*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.*

#### Nondiscrimination Notice

BOONE EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# BOONE EL

## **Vision**

*Boone is a community where ALL students are valued and nurtured for success!*

### *Values*

*Building Community*

*Embracing Equity*

*Achieving Excellence*

*Reinforcing Responsibility*

*Supporting Growth*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

List your campus strengths here:

### Demographics Weaknesses

List areas you would like to grow here:

### Demographics Summary

- 1.) In 2022-23, 0% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2022-23, 0% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

To support students, we utilize Social Emotional Learning (SEL), positive behavior support as well as, continue to build relationships and restorative practices.

## Student Achievement

### Student Achievement Strengths

List your campus strengths here:

### Student Achievement Weaknesses

List areas you would like to grow here:

# Comprehensive Needs Assessment

## Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): [https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa\\_zM21Qo/preview?slide=id.p7](https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7)

Reflection Questions:

### 1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups?

Utilizing our Campus Bar charts, we need to increase our overall achievement scores need to increase in the following groups. Boone's hispanic student group is below the average. There is a gap between Hispanic and White, as well as, African American and White.

### 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

Based on the Boone 21-22 STAAR Reading data, my two lowest performing student groups in the area of Meets are: -Economically Disadvantaged Students 36% in third grade and 46% in fourth grade. In addition, our Special Education Student Group scored 9% in third grade and 31% in fourth grade.

Based on the Boone 21-22 STAAR Math data, my two lowest performing student groups in the area of Meets are the following student groups: Special Education meets 9% in third grade and 31% in fourth grade; Hispanic student groups 18% in third grade and 38% in fourth grade.

### 3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY?

Using Boone's STAAR Projected Proficiency Report to observe mastery trends across the grade levels the following was observed: In the area of Reading, our white student groups show 40% mastery, our hispanic student group shows 24%, 21% 28% mastery, our economically disadvantaged student groups show 32%, 28%, 29%, our dyslexia students 23%, 22%, 17% and our special education students at all grades have 0% mastery. My take away is that being intentional in PLC meetings and utilizing data to drive our classroom instruction, the following groups should be able to reach 30% mastery: Hispanic, Economically Disadvantaged and Dyslexia students. In addition, it is important that we take a reflective look at how we are serving our special education students and hold high expectations with intentional teaching to close gaps.

### 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?

58% of students progressed one or more proficiency levels.

## School Culture and Climate

### School Culture and Climate Strengths

List your campus strengths here:

### School Culture and Climate Weaknesses

# Comprehensive Needs Assessment

List areas you would like to grow here:

## School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

### Coordinated School Health Areas:

Overall I- 63%  
Implementation - 26%  
Health education - 20%  
PE/physical activity - 93%  
Food services - 100%  
Employee wellness - 54%  
SEL - 71%  
Physical environment - 62%  
Family engagement - 44%  
Community engagement - 63%  
counseling/mental health/social services - 83%  
Health services - 75%

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 6 of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? The survey questions are reflective of pre-pandemic circumstances. Implementation of these programs were impacted significantly by Covid restrictions.

(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.)

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

## Staff Quality, Recruitment and Retention Summary

Staff Climate Survey

55%- Cultural Awareness and Action (Adult Focus) - work on inclusivity

75% - Austin ISD Custom Content

80% - Belonging

85% - School Leadership

72% - School Climate

67% - Professional Learning

52% - Feedback and Coaching

18% - District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

Looking at Boone's Staff Climate Survey, I plan to work on the following areas that are under 70%: Cultural Awareness and Action (Adult Focus), Professional Learning, Feedback and Coaching and partnering with district staff to support our campus when needed.

2.) Why did you select this/these area(s)?

Looking at Boone's Staff Climate Survey, I plan to work on the following areas that are under 70%: Cultural Awareness and Action (Adult Focus), Professional Learning, Feedback and Coaching and partnering with district staff to support our campus when needed.

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

Ongoing opportunities to include staff voice in the decision making process will be regularly implemented. Staff will be able to provide feedback through committees and instructional leadership teams (ILT). Regular staff check-ins will be utilized to determine ongoing needs and opportunities for improvement. Community building will be included during professional development days as well as faculty meetings. Signature SEL practices for opening and closing meetings will be integrated.

2.) What are your customer service celebrations/strengths?

Transparent, timely and ongoing communication with all stakeholders was an area of strength. Front office staff greets everyone warmly both in person and on the phone. Responsiveness to family and community needs by all staff was an additional area of strength.

3.) What are your areas of growth?

Balancing increased security and safety protocols while maintaining a warm and welcoming environment.

4.) What will be your priority for customer service this year?



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

Our priority will be continuing to meet the various needs of our community knowing that our families and staff face new and ongoing challenges.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

### Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

### Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1lJB2glMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

R- STUDENT ASSESSMENT

E- SERVICE DESIGN

E- CURRICULUM & INSTRUCTION

E- PROFESSIONAL LEARNING

R- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

When creating class lists, we have a spreadsheet which identifies the subject areas in what a student is qualified. We ensure that students qualified in the same subject area/s

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

are appropriately clustered by homeroom classes.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

Teachers reach out throughout the year to families to share the individualized opportunities identified students have in their classroom.

3.) How do you support a culture that provides advanced learning opportunities to all students?

It is imperative that our staff know their students strengths and areas for growth. In keeping with this, we use DuFour's four questions in our weekly PLC meetings with teams. One of the questions speaks specifically to how we will differentiate and extend learning opportunities for students who have already mastered the content objective/s being studied. We are having intentional conversations about instructional strategies to ensure this differentiation is happening. Using strategies such as choice boards, menus, and higher level questions.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs? We are intentional about having PD opportunities specific to addressing our students' linguistic needs. Teachers complete yearly mandatory training and we review sheltered instruction strategies, sentence stems, pre-teaching of vocabulary and visuals. We are strategic about which accommodations these students receive in order to set them up for success on common and formative assessments.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? Students are supported in the classroom with linguistic accommodations that are monitored for effectiveness. Language rich classroom practices are embedded in all classrooms. A focus on hands-on learning opportunities and cooperative grouping school wide benefits students needing linguistic support. STEAM experiences support vocabulary development.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. Teachers incorporate the English Language Proficiency Standards (ELPS) into instruction where students practice listening, speaking, reading, and writing skills on a daily basis. This focus and practice translates into success on the Texas English Language Proficiency Assessment System (TELPAS). TELPAS data is reviewed school-wide to determine areas of growth as a campus.

4.) How does the campus welcome families and students that are new to the country? The culture and climate of our campus as it relates to families who are new to the U.S. is extremely important. These welcoming efforts begin with the front office from the first time they arrive at our campus as well as ongoing support in navigating our systems. We make sure families have access to communication in their language of origin. We ensure they are aware of community events and activities. We do our best to cluster students who are new to the country within the same classroom so that they have support from a peer.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)  
Staff has been trained in CLI strategies and ongoing sharing of best practices occur at faculty meetings. Teachers incorporate CLI strategies into lesson plans. Administrators model the use of CLI strategies during professional development.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year). CLI funds are spent with feedback from our CLI chair and campus leadership team to have experiences brought to our students via assemblies and field trips. Our CLI chair shares potential resources with teachers.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.). Our physical education teachers and fine arts teachers implement the required curriculum. Additional enrichment opportunities such as evening musical performances, CATCH night and a school wide Art show serve as culminating activities for students.

## Family and Community Involvement

### Family and Community Involvement Strengths

List your campus strengths here:

### Family and Community Involvement Weaknesses

List areas you would like to grow here:

### Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboards/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelid=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboards/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelid=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

Coordinated School Health Areas:

44% - Family Engagement

63% - Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)? We will focus on family engagement and community engagement. We have strong family engagement at our school. We will continue to focus on increasing community engagement.

2.) Why did you select this/these area(s)? We selected these areas because based on our CSH survey results, these 2 categories were the lowest.

## School Context and Organization

### School Context and Organization Strengths

One of Boone's greatest strengths is the many ways we partner with the community, including PEAS and UT SPIRAL. We have a very active and involved PTA who work with us to create an engagement activity for our Boone community monthly.

Reading Strengths

Looking at the All Students category, growth was seen in

4th 7/20/13

5th 0/11/18

Looking at our hispanic students, growth was seen in

4th 8/17/13

5th -4/21/26

Looking at our white students, growth was seen in

4th 2/20/14

5th 4/9/15

Looking at our Economically Disadvantaged students, growth was seen in

3rd -6/7/1

4th 7/28/25

5th 0/16/18

Looking at our Emergent Bilingual students, growth was seen in

3rd 26/51/29

5th 60/20/-20

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

Looking at our Special education students, growth was seen in  
4th 0/16/15  
5th 24/67/11

### Math Strengths

Hispanic student population,  
increased 5% in the area of masters.  
Economically disadvantaged student population,  
3rd grade increased by 5% in the area of masters.  
4th grade increased by 8% in Math Masters  
Emergent Bilingual  
3rd EB rocked!  
Increased 17% approaches  
Increased 9% meets  
Increased 29% masters  
5th EB rocked it with  
60% increase in approaches

## School Context and Organization Weaknesses

The area we are focusing on improving this year is in the area of mathematics. On our 21-22 Report Card, in domain three, we received a score of seven out of fourteen indicators. Six out of the seven indicators that we did not receive were in the area of mathematics.

## School Context and Organization Needs

This year, we are working to ensure that every classroom has a full set of manipulatives in the area of mathematics, as well as, ensuring kinder and first grade teachers have movable letters for small group activities in the area of reading. We ultimately want to ensure that all teachers have the materials they need to ensure students have a strong foundational knowledge in all areas before moving to abstract thinking.

## School Context and Organization Summary

We ultimately want to ensure that all teachers have the training, support and materials they need to ensure students have a strong foundational knowledge in all areas before

# Comprehensive Needs Assessment

## School Context and Organization Summary (Continued)

moving to abstract thinking. Our ultimate goal is to get an A overall on our report card which would indicate we are doing all that we can to grow all students at George and Johnnie Boone Elementary.

# 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. At Boone, we want to create a space of belonging for each and every person that enters our building. We will do this by fostering relationships, including family voices, and creating spaces for intentional community building.

**Objective 1.** (CSH Implementation) At Boone Elementary, we will create a space of belonging for all. We will intentionally take time to foster relationships that elevate student and family voices. (1, 2,3,4,5,6,7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. At Boone, we will coordinate family engagement nights to promote the culturally responsive needs of the school community. (STEM Night, Literacy Night, Multicultural Night, Musical Performances at each grade, Art Night, PE day, CATCH, etc. ) (2,4,5,6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,3.4)</p>	<p>Academic Leadership Team, Administrators, Assistant Principal</p>	<p>By EOY</p>		<p>Criteria: Panorama Survey, attendance sign in sheet, Academic Leadership Team meeting notes</p>
<p>2. Collaborate with PTA to develop a Boone Student Leadership Academy. We will start with fourth and fifth grade students and prepare them to lead small groups when we open it up to all students. Some examples of possible activities: students reading to younger students, students playing math games with younger students, students leading school tours, library helpers, etc. Students will collaborate with staff and community to make plans for improving our community, such as: beautification projects, sustainability projects, tour groups, community engagement opportunities, etc. (2, 3, 4, 5) (Target Group: All) (ESF: 3.1,3.3,3.4)</p>	<p>Administrators, Campus Leadership Team, Counselor, Parents, Teacher(s)</p>	<p>Monthly - EOY</p>		<p>Criteria: panorama family and student survey</p>
<p>3. Collaborate with PTA to create and maintained outdoor and indoor spaces that are welcoming and support learning in all areas. Such as: Zen Den, Partners for Education, Agriculture and Sustainability (PEAS), peace areas in each classroom, butterfly garden, pond system for outdoor learning, peace paths for conflict resolution, morning meetings etc. (7, 4, 5, 6) (Target Group: All) (ESF: 3.4)</p>	<p>Counselor, Leadership Team, PTA, PTA President, SEL Campus Coordinator, Teacher(s)</p>	<p>Monthly all year</p>		<p>Criteria: program implementation, as well as, panorama climate and culture survey and sense of belonging</p>

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**Objective 2.** (Social and Emotional School Climate) Implement “Peace Areas” throughout the campus and construct a model in the library, Zen Den and the counselor’s office to share what is being used in the classroom and can be used at home. (5,)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will engage our campus community in No Place for Hate activities 3 times within the year. (5) (Target Group: All)	Administrators, Counselor, Teachers	April		Criteria: No Place for Hate program implementation will be our evaluation criteria.
2. Construct and utilize a Zen Den room to support students with tier 2 and tier 3 students navigate their emotions. The Zen Den room will also serve as a model to inspire teachers and families when creating their own calming spaces. (4, 5, 7) (Target Group: All)	Counselor, Teacher(s)	September		Criteria: We will evaluate the effectiveness of our Zen Den creation, through opportunities for staff and families to view the space for ideas and students to utilize the space for calming activities.
3. Each faculty meeting will contain the 3 signature SEL practices (welcoming ritual, engaging content, and optimistic closure). (4, 5) (Target Group: All)	Administrators, Campus Committees	EOY		Criteria: We will utilize the staff panorama survey to help ensure that staff feel a sense of belonging and find our time together valuable and informative.



# 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. At Boone, we want to create a space of belonging for each and every person that enters our building. We will do this by fostering relationships, including family voices, and creating spaces for intentional community building.

**Objective 3.** (Family Engagement) Boone Elementary will engage with the school community monthly, through engaging family activities, such as: literacy night, STEM night, musical performances from each grade level, Art night, Multi-Cultural Night and PTA family events. (6, 5, 1,2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. As a campus we will be intentional about communicating and partnering with our PTA. One staff member from each grade level will attend the monthly board meeting. We will also attend and support PTA events: PTA meetings, movie nights, Trunk or Treat, holiday celebrations, fundraiser nights, Musical Performance, GT Showcase, Multi-Cultural Night, etc. (2, 5, 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.4)</p>	<p>Administrators, Campus Club Sponsors, Campus Committees, Campus Leadership Team, PTA</p>	<p>April 2023</p>		<p>Criteria: Attendance to evening events, Panorama Survey, Principal coffee t-chart for what is going well and what needs to be revisited. Parents will also have opportunities to share their thoughts at principal coffees and via the principal's open door practice.</p>
<p>2. As a campus we will host the following family engagement nights: STEAM Night, Literacy Night and Multi-Cultural night to name a few. (2, 3, 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.4)</p>	<p>Campus Committees</p>	<p>EOY</p>		<p>Criteria: Attendance to evening events, Panorama Survey, Principal coffee t-chart for what is going well and what needs to be revisited. Parents will also have opportunities to share their thoughts at principal coffees and via the principal's open door practice.</p>
<p>3. The campus Civics committee will reflect monthly on student and family engagement activities, as well as, discuss strategies for new experiences and opportunities. (1, 4, 5) (Target Group: All) (ESF: 3,3.4)</p>	<p>Counselor, SEL Campus Coordinator, Teachers</p>	<p>All Year</p>		<p>Criteria: Meeting minutes</p>

# BOONE EL

**Goal 2.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) The scope and sequence, units, and assessments are aligned to the standards for all grades and subjects. We will focus on showing student growth in the area of mathematics this year. (3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Through the use of our data driven PLC meetings twice a week, we will review the strengths and needs of all students and student groups. We will specifically track math growth with a goal of 90% percent of students showing growth. (6, 3) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3)	Administrators, Teachers	April 2023	(O)AVID	Criteria: MAP and SCA data
2. We collaborate with the UT SPIRAL program to build teacher capacity implementing targeted small group math instruction for fourth and fifth grade. Teachers will attend 4 math Professional Development sessions. (3) (Target Group: 4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3,5.4)	Teachers	May 2023		Criteria: gains in student achievement, MAP, SCAs
3. Teachers will bring math manipulatives to PLC meetings to model and collaborate on effective strategies to support development of strong foundational skills in Mathematics. (3, 5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1)	Teachers	August 2022 - May 2023		Criteria: progress monitoring and one-hundred percent student growth in the area of math

# BOONE EL

**Goal 3.** (Increased Enrollment) Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

**Objective 1.** (Increased Enrollment) 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. Monitor enrollment numbers weekly and by student group. (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.4)	Administrators, Attendance Clerk	all year		Criteria: enrollment tracking
2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (4) (Target Group: All) (ESF: 3,3.1)	Administrators, Attendance Clerk, Teachers	spring		Criteria: enrollment data
3. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (4,5) (Target Group: All) (ESF: 3,3.4)	Administrators, Attendance Clerk	August - May		Criteria: enrollment data

# BOONE EL

**Goal 4.** (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the Customer Service sections of the Campus Assessment Rubric.

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the all sections of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (4,5) (Target Group: All) (ESF: 1,1.2,2.2.1,3,3.1,3.4)	Administrators, Attendance Clerk, Bookkeeper	all year		Criteria: Panorama survey
2. Systematically provide clear and ongoing communication to staff, families, and community members. Boone Leadership Team will send out a monthly newsletter to our community. Classroom teachers will send weekly newsletters. (2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.1,3.2,3.4)	Administrators, Bookkeeper, Instructional Leadership Team, Teachers	monthly		Criteria: Copies of monthly and weekly communication
3. Ensure campus culture of respectful practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff. (1, 5, 6) (Target Group: All)	Administrators, Teacher Assistants, Teachers	all year		Criteria: Panorama survey

# BOONE EL Site Base

Name	Position
Ballard, Tami	Principal
Every, Tiffany	PTA President
Yoss, Meghan	Parent
Yoe, Candace	Parent
Fleming, Sean	Parent
Teague, Anastasia	Parent
Cooke, Karina	Parent
Labbe, Emily	Kinder Teacher
Breiding, Katelyn	1st Teacher
Dalton, Karah	2nd Teacher
Tapia, Christina	3rd Teacher
Thompson, Mallory	4th Teacher
Weber, Lauren	5th Teacher
Negrete, Amy	PK Teacher
Collins, Samantha	Special Education Teacher
Behrendt, Alyson	Teaching Assistant
Cole, BethAnn	Community Member
Jones, Marcus	Business Member

**Every Student Succeeds Act (ESSA)**  
**Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements**

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at [www.austinisd.org/schools](http://www.austinisd.org/schools). The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

**Instructions for Campuses**

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

2022 Actual	2023 Goal		
	SCA 1	SCA 2	SCA 3
Scaled Score	82		90
Grade	B	--	A

Student Achievement Components	2022 Value			2023 Goal		
	SCA 1	SCA 2	SCA 3	SCA 1	SCA 2	SCA 3
STAAR Performance Approaches	77		90			
STAAR Performance Meets	53		60			
STAAR Performance Masters	31		30			
STAAR Performance Raw Score	54		60			
STAAR Performance Scaled Score	82		90			

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR\* = Not Rated: Senate Bill 1365

Campus Name: **Boone**

Campus Number: **227901170**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

2022 Actual	2023 Goal		
	SCA 1	SCA 2	SCA 3
Scaled Score	91		94
Grade	A	--	A

School Progress Components	2022 Actual			2023 Goal		
	SCA 1	SCA 2	SCA 3	SCA 1	SCA 2	SCA 3
Academic Growth Raw Score	84		90			
Academic Growth Scaled Score	91		94			
Academic Growth Grade	A	--	A	--	--	A

Economically Disadvantaged %	37.2	37.2	37.2	37.2	37.2	37.2
Economically Disadvantaged % Grouping	37.1 to 38	37.1 to 38	37.1 to 38	37.1 to 38	37.1 to 38	37.1 to 38
Relative Performance Raw Score	54					60
Relative Performance Scaled Score	74					82
Relative Performance Grade	C	--	--	--	--	B

OVERALL

SCORE AND GRADE

2022 Actual	2023 Goal		
	SCA 1	SCA 2	SCA 3
Scaled Score	87		96
Grade	B	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

2022 Actual	2023 Goal		
	SCA 1	SCA 2	SCA 3
Scaled Score	79		100
Grade	C	--	A

Closing the Gaps Components

Closing the Gaps Components	Academic Achievement			Growth		
	2022 Values:	2022 Values:	2022 Values:	2022 Values:	2022 Values:	2022 Values:
2022 Values:	7	out of 14	10	10	out of 10	10
SCA 1:		out of 0	SCA 1:	0	out of 0	0
SCA 2:		out of 0	SCA 2:	0	out of 0	0
SCA 3:		out of 0	SCA 3:	0	out of 0	0
2023 Goals:	14	out of 14	2023 Goals:	10	out of 10	10

Closing the Gaps Components	English Language Proficiency			Student Success		
	2022 Values:	2022 Values:	2022 Values:	2022 Values:	2022 Values:	2022 Values:
2022 Values:	1	out of 1	8	8	out of 9	9
SCA 1:	--	out of 1	SCA 1:	0	out of 0	0
SCA 2:	--	out of 1	SCA 2:	0	out of 0	0
SCA 3:	--	out of 1	SCA 3:	0	out of 0	0
2023 Goals:	1	out of 1	2023 Goals:	9	out of 9	9