

# Baranoff Elementary School

## Campus Improvement Plan

### 2020/2021

*Trailblazers of the Future*



**BARANOFF**  
**ELEMENTARY SCHOOL**  
AUSTIN Independent School District

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## **Campus Mission**

Our mission at Baranoff Elementary School is to facilitate the development of productive, socially responsible, life-long learners within a safe, nurturing, and diverse learning community by providing challenges that foster excellence for all.

## **Campus Values**

The Timy Baranoff Elementary Core Beliefs are aligned with the Austin ISD Core Beliefs:  
All students will graduate college, career, and life ready.

As part of this, we commit ourselves to:

- achieve excellence by delivering a high-quality education to every student
- implement the transformative use of technology
- ensure all students perform at or above grade level in math and reading
- prepare all students to graduate on time
- develop civically engaged students

We will create an effective, agile, and responsive organization. As part of this, we commit ourselves to:

- create a positive organizational culture that values customer service and every employee
- develop effective organizational structures
- generate, leverage, and utilize strategically all resources

We will create vibrant relationships critical for successful students and schools. As part of this, we commit ourselves to:

- engage authentically with students, parents/guardians, teachers and community
- build ownership in the AISD among internal and external stakeholders
- develop and maintain community partnerships

## **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 Strengths

Current Demographics:

Enrollment - 848

African American - 2%

Hispanic - 28%

White - 62%

Asian - 3%

Two or More Races - 4%

Students Receiving Special Education Services - 10%

English Learners - 5%

Economically Disadvantaged - 12.2%

Gifted & Talented - 10%

Hispanic students enrolled in Gifted & Talented Programs - 8.6%

### Demographics Weaknesses

5.7% of African American students identified as Gifted and Talented

### Demographics Needs

Increase the number of African American students identified in the Gifted and Talented program.

### Demographics Summary

Meet district scorecard goal to reach 8% or more GT identification for African American students.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Data Sources

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

### Student Achievement Strengths

#### 2019 State Accountability Ratings

State Overall Scaled Score - 93  
State Domain 1: Academic Achievement Scaled Score - 92  
State Domain 2, Part A: Student Growth Scaled Score - 82  
State Domain 2, Part B: Relative Performance Scaled Score - 75  
State Domain 3: Closing the Gaps Scaled Score - 94

#### 2020 State Accountability Ratings - No Data

#### 2019 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.

KG students considered Kindergarten Ready - 100%  
EOY on or above grade level - African American - 86%  
EOY on or above grade level - Hispanic - 76%  
EOY on or above grade level - ECD - 71%

#### 2019 3rd grade Reading % Meets Grade Lv

All Students 71  
African American 60  
Hispanic 62  
White 83  
Asian 75  
Two or More Races 33  
Special Education 19  
Economically Disadvantaged 47  
English Learners 45

#### 2019 3rd grade Math % Meets Grade Lvl

All Students 66  
African American 80

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

Hispanic 54  
White 76  
Asian 88  
Two or More Races 33  
Special Education 44  
Economically Disadvantaged 59  
English Learners 82

2020 Strategic Plan Scorecard Goal - No Data

### 2020 MOY Assessments

#### **Math**

Approaches - 87%  
Meets - 61%  
Masters - 34%

#### **Reading**

Approaches - 89%  
Meets - 64%  
Masters - 34%

#### **Writing**

Approaches - 75%  
Meets - 38%  
Masters - 14%

#### **Science**

Approaches - 72%  
Meets - 30%  
Masters - 6%

% of English Learners at Advance High or made one year of Composite Progress

2019 - 52  
2020 - No Data

## Student Achievement Weaknesses

# Comprehensive Needs Assessment

Decrease in % of Hispanic students reading on or above grade level - 5% decrease

Decrease in % of ECD students reading on or above grade level - 3% decrease

Continued gaps in special populations (Hispanic, African American, Economically Disadvantaged, Special Education, English Learners)

## Student Achievement Needs

### 2021 Goal Reading % Meets Grade Lvl

All Students 75

African American 45

Hispanic 75

White 77

Asian 83

Two or More Races 79

Special Education 45

Economically Disadvantaged 59

English Learners 64

### 2021 Goal Math % Meets Grade Lvl

All Students 73

African American 18

Hispanic 75

White 74

Asian 83

Two or More Races 89

Special Education 32

Economically Disadvantaged 41

English Learners 64

## Student Achievement Summary

Increase the number of students reading on or above grade level in all student groups.

Increase the number of students scoring meets on the reading, writing, math, and science STAAR.

2021 State Accountability Ratings - TBD

% of English Learners at Advance High or made one year of Composite Progress - >36

## 2020-21 Campus and Targeted Improvement Plan Checklist: Baranoff (182)

Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes	
<b>2019 State Accountability Ratings</b>							
State Overall Scaled Score	TEA	93	93	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 1: Academic Achievement Scaled Score	TEA	92	92	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	82	82	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	75	75	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	94	94	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19	
<b>2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.</b>							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	92	100	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
ISIP EOY % on or above grade level – African American	iStation	67	86	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2	
ISIP EOY % on or above grade level – Hispanic	iStation	81	76	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	74	71	No Data		GPM 1.4	
3 <sup>rd</sup> grade Reading % Meets Grade Lvl	All Students	STAAR	71	74	No Data	75	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	60	43	No Data	45	
	Hispanic	STAAR	62	74	No Data	75	
	White	STAAR	83	76	No Data	77	
	Asian	STAAR	75	83	No Data	83	
	Two or More Races	STAAR	33	78	No Data	79	
	Special Education	STAAR	19	43	No Data	45	
	Economically Disadvantaged	STAAR	47	57	No Data	59	
3 <sup>rd</sup> grade Math % Meets Grade Lvl	All Students	STAAR	66	72	No Data	73	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	80	14	No Data	18	
	Hispanic	STAAR	54	74	No Data	75	
	White	STAAR	76	73	No Data	74	
	Asian	STAAR	88	83	No Data	83	
	Two or More Races	STAAR	33	89	No Data	89	
	Special Education	STAAR	44	29	No Data	32	
	Economically Disadvantaged	STAAR	59	38	No Data	41	
English Learners	STAAR	82	63	No Data	64		
Domain 3 Reading Academic Achievement targets missed	STAAR	none	none	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and	
Domain 3 Math Academic Achievement targets missed	STAAR	none	none	No Data	none		

## 2020-21 Campus and Targeted Improvement Plan Checklist: Baranoff (182)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Growth targets missed	STAAR	none	none	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Math Growth targets missed	STAAR	ECD	none	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	67	52	No Data	>36	Required if < 36
<b>2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.</b>						
Campus SEL implementation survey score	SEL Survey	78	82	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
<b>2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.</b>						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	2	4.8	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	3	7.6	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	89	91	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	0	0	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Out of Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

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## 2020-21 Campus and Targeted Improvement Plan Checklist: Baranoff (182)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	98	93	100
Principal Leadership (% favorable responses)*	TELL	99	95	99
There is an atmosphere of mutual trust and respect.	TELL	94	78	97
The faculty and leadership have a shared vision.	TELL	97	87	98
Overall, my school is a good place to work and learn.	TELL	99	96	100
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	100
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	92
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	95
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	91
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	90
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	98
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	98
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	97
I feel safe at my school.	Student Climate Survey	91	92	95
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	85	85	90
Managing Student Conduct subscale (% favorable responses)*	TELL	96	96	98
Students at this school follow rules of conduct.	TELL	98	94	97
Attendance rate (all students, grades 1-12)	PEIMS	97.0%	96.8%	As of 3/12/20: 96.3%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =0%, Cardio =3%, Curl Ups =18%, Push Ups =15%, Sit & Reach =3%, Trunk Lift =5%	BMI =1%, Cardio =10%, Curl Ups =18%, Push Ups =14%, Sit & Reach =1%, Trunk Lift =11%	No Data

\*Subscale items have changed since 2018-19.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

Student Survey results

### School Culture and Climate Strengths

#### Student Climate Survey

My classmates treat me with respect.

My classmates show respect to each other.

My classmates show respect to others who are different.

2019 - 89

2020 - 91

Increased number of student who feel safe at school.

2019 - 92

2020 - 95

Increased Behavioral Environment subscale (% favorable responses)

2019 - 85

2020- 90

### School Culture and Climate Weaknesses

Continue to improve students attitudes and feelings related to school climate.

### School Culture and Climate Needs

2021 Student Climate Survey Goal - TBD

# Comprehensive Needs Assessment

## School Culture and Climate Summary

2021 Student Climate Survey Goal - TBD

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)

### Staff Quality, Recruitment and Retention Strengths

Average Years Experience of Teachers: 11.8 (District 10.5)

Teachers by Highest Degree Held:

Bachelors: 77.9% (District 79.8%)

Masters: 22.1% (District 18.8%)

Teachers by Years of Experience:

Beginning Teachers: 10.2% (District 10.7%)

1-5 Years Experience: 12.1% (District 29.3%)

6-10 Years Experience: 28.2% (District 18.5%)

11-20 Years Experience: 37.6% (District 26.2%)

Over 20 Years Experience: 11.9% (District 15.3%)

### Staff Quality, Recruitment and Retention Weaknesses

Teachers by Ethnicity:

African American: 1.7%

Hispanic: 13.6%

# Comprehensive Needs Assessment

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

White: 83.0%  
American Indian: 0.0%  
Asian: 0.0%  
Pacific Islander: 0.0%  
Two or More Races: 1.7%

## Staff Quality, Recruitment and Retention Needs

Recruit staff to reflect the current student population.

## Staff Quality, Recruitment and Retention Summary

Recruit and hire staff to increase diversity and reflect the current student population.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

PPFT results for teachers

## Curriculum, Instruction and Assessment Strengths

Teachers set clear objectives, monitor progress, and provide feedback.  
Teachers use data to support educational decision-making.  
Teachers provide instruction and assessment remotely and in-person to students.  
BLEND is the common platform and access point for students receiving remote instruction as well as in-person instruction.  
An iPad or Chromebook and internet connectivity are available to all students for instruction.  
Support services are provided for students.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses

Teachers have limited student achievement data from 2019-2020 school year due to the pandemic.  
Some students need additional time to learn the logistics of using technology.  
Accuracy of assessment data in the remote setting.

## Curriculum, Instruction and Assessment Needs

More time is needed for planning to teach remotely and in-person as students are phased-in and as the Covid-19 pandemic causes changes to enrollment.

## Curriculum, Instruction and Assessment Summary

Ongoing professional development is needed to successfully deliver remote and in-person instruction and assessment.

# Family and Community Involvement

## Family and Community Involvement Strengths

Teachers have built strong relationships with their students and parents.  
Parents receive communication regarding the school via eblasts, emails, phone calls, Facebook, Twitter, and district communications.  
School leadership listens to parent concerns and works with them to identify solutions.  
Parents are invited to participate in Zoom meetings for timely information regarding the school.  
Baranoff Elementary has a robust PTA and volunteer program (pre Covid-19).

## Family and Community Involvement Weaknesses

Covid-19 pandemic caused ever-changing school plans.  
Some parents have difficulty assisting their children with remote learning.  
Parents are unable to visit the school or participate in school activities due to the pandemic.

# Comprehensive Needs Assessment

## Family and Community Involvement Needs

Determine ways for parents to continue to participate in the school activities given our current guidelines and restrictions.

## Family and Community Involvement Summary

Work with PTA on how to offer parent volunteer opportunities through a virtual setting. In addition, continue our PTA programs and adjust to a virtual setting as needed and appropriate.

## School Context and Organization

### School Context and Organization Data Sources

Staff (TELL) Survey results

### School Context and Organization Strengths

School leadership collaborates with teachers to determine processes, structures, and to make decisions.

School policies and norms emphasize high achievement for all students

Students and staff feel physically and emotionally safe.

Classroom management strategies are systematic and non-coercive.

Teachers participate in professional learning communities.

Facilities are clean and well-maintained.

Teachers and administrators work together to problem-solve the constant demands and stress of teaching during a pandemic.

### School Context and Organization Weaknesses

The schedules and logistics of teaching remotely and in-person need continual refining due to the pandemic.

# Comprehensive Needs Assessment

## School Context and Organization Needs

More time is needed for teachers to participate in ongoing planning and professional development.

## School Context and Organization Summary

Continue to provide opportunities for professional development and planning to address needs of the campus.

## Technology

### Technology Strengths

An iPad or Chromebook and internet connectivity are available to all students.  
A technology coordinator troubleshoots technology problems for teachers, students, and parents.  
Teachers and administrators use Zoom for in-person instruction, conferencing, and/or information.  
Teachers utilize BLEND for remote and in-person instruction.  
Technology improves student engagement and individual learning.  
Students learn useful life skills through technology.

### Technology Weaknesses

Utilizing technology appropriately for remote and in-person instruction.  
Some students and parents have difficulty using technology for learning.  
Student-to-student and student-to-teacher personal interactions are limited.  
Students forget to bring their iPads or Chromebooks and headphones to school.

### Technology Needs

Utilize technology in the classroom effectively and appropriately through a blended learning model.

# Comprehensive Needs Assessment

## Technology Summary

Provide time for professional development and planning to implement a blended learning model.

## Other

### Other Data Sources

Coordinated School Health ratings  
SEL Implementation Survey results

### Other Strengths

Campus SEL Implementation Survey Goal  
2018 - 82  
2019 - No data

Campus Rating on the Coordinated School Health (CSH) Survey  
2018 - Exemplary  
2019 - No data

Attendance  
2019 - 96.8%  
2020 - 96.3% (As of 3/12/20)

### Other Weaknesses

Attendance  
2019 - 96.8%  
2020 - 96.3% (As of 3/12/20)



# Comprehensive Needs Assessment

## Other Needs

Increase student attendance rate.

## Other Summary

2021 Campus SEL Implementation Survey Goal - TBD

2021 Campus Rating on the Coordinated School Health Survey - Exemplary or Recognized

Attendance Rate - 97%

# Baranoff 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.** (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Focus on best practices and instructional strategies at monthly faculty meetings.</p> <p>Evidence of Implementation: Faculty meeting agendas (Target Group: All)</p>	<p>Assistant Principal, Counselor, Principal</p>	<p>May 2021 - Quarterly</p>		<p>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</p> <p>06/04/21 - Completed (S)            04/30/21 - On Track            03/31/21 - On Track            02/26/21 - On Track            01/28/21 - On Track</p>
<p>2. Participate in deliberate modeling and observation and feedback cycles.</p> <p>Evidence of Implementation: Feedback documentation (Target Group: All)</p>	<p>Assistant Principal, Principal, Teachers</p>	<p>May 2021 - Quarterly</p>		<p>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</p> <p>06/04/21 - Completed            04/30/21 - On Track            03/31/21 - On Track            02/26/21 - On Track            01/28/21 - On Track</p>
<p>3. Participate in professional development led by teacher leaders.</p> <p>Evidence of implementation: Faculty meeting agendas, professional development agendas (Target Group: All)</p>	<p>Assistant Principal, Principal, Teacher Leaders</p>	<p>May 2021 - Quarterly</p>		<p>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</p> <p>06/04/21 - Completed            04/30/21 - On Track            03/31/21 - On Track            02/26/21 - On Track            01/28/21 - On Track</p>

# Baranoff 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.** (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Review student data through progress monitoring tools.</p> <p>Evidence of implementation: Administration team meeting minutes (Target Group: All)</p>	<p>Assistant Principal, Principal</p>	<p>May 2021 - Quarterly</p>		<p>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</p> <p>06/04/21 - Completed (S)            04/30/21 - On Track            03/31/21 - Significant Progress            02/26/21 - Some Progress            01/28/21 - On Track</p>
<p>2. Attend grade level planning meetings to analyze student data and develop targeted intervention plans.</p> <p>Evidence of Implementation: Team meeting minutes, intervention plans (Target Group: All)</p>	<p>Assistant Principal, Principal, Teacher Leaders</p>	<p>May 2021 - Quarterly</p>		<p>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</p> <p>06/04/21 - Completed (S)            04/30/21 - On Track            04/30/21 - On Track            03/31/21 - On Track            02/26/21 - On Track            01/28/21 - On Track</p>
<p>3. Meet with individual teachers as needed to analyze student data and develop targeted intervention plan.</p> <p>Evidence of Implementation: Intervention plans (Target Group: All)</p>	<p>Assistant Principal, Principal, Teachers</p>	<p>May 2021 - Quarterly</p>		<p>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</p> <p>06/04/21 - Completed (S)            04/30/21 - On Track            03/31/21 - On Track            02/26/21 - On Track            01/28/21 - On Track</p>

# Baranoff Elementary School

**Goal 2.** (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 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide feedback for each teacher once a month.</p> <p>Evidence of Implementation: Walkthrough documentation (Target Group: All)</p>	<p>Assistant Principal, Principal</p>	<p>May 2021 - Quarterly</p>		<p>Criteria: Increase the number of students reading on or above grade level.</p> <p>06/04/21 - Completed (S)            04/30/21 - On Track            03/31/21 - On Track            02/26/21 - On Track            01/28/21 - On Track</p>
<p>2. Focus on best practices and instructional strategies at monthly faculty meetings and professional development days.</p> <p>Evidence of Implementation: Faculty meeting agendas; professional development agendas (Target Group: All)</p>	<p>Assistant Principal, Principal</p>	<p>May 2021 - Quarterly</p>		<p>Criteria: Increase the number of students reading on or above grade level</p> <p>06/04/21 - Completed (S)            04/30/21 - On Track            03/31/21 - On Track            02/26/21 - On Track            01/28/21 - On Track</p>
<p>3. Due to the pandemic and resulting revisions to the PPfT process, conduct one or two observations as requested by each teacher.</p> <p>Evidence of Implementation: Observation feedback (Target Group: All)</p>	<p>Assistant Principal, Principal</p>	<p>May 2021 - Quarterly</p>		<p>Criteria: Increase the number of students reading on or above grade level.</p> <p>03/31/21 - Completed (S)            02/26/21 - On Track            01/28/21 - On Track</p>

# Baranoff Elementary School

**Goal 2.** (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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Identify special populations of students.</p> <p>Evidence of Implementation: Student Rosters (Target Group: All) (Strategic Priorities: 2)</p>	Teachers	October 2020		<p>Criteria: Increase the number of students reading on or above grade level</p> <p>01/28/21 - Completed (S)</p>
<p>2. Implement progress monitoring tools to monitor student data.</p> <p>Evidence of Implementation: Progress monitoring tools (Target Group: All)</p>	Assistant Principal, Principal, Teachers	May 2021 - Quarterly		<p>Criteria: Increase the number of students reading on or above grade level.</p> <p>06/04/21 - Completed (S)            04/30/21 - On Track            04/30/21 - On Track            03/31/21 - On Track            02/26/21 - On Track            01/28/21 - On Track</p>
<p>3. Implement grade level common assessments.</p> <p>Evidence of Implementation: Common assessments, team meeting minutes; progress monitoring tools (Target Group: All) (Strategic Priorities: 2)</p>	Teachers	May 2021 - Quarterly		<p>Criteria: Increase the number of students reading on or above grade level</p> <p>06/04/21 - Completed (S)            04/30/21 - On Track            03/31/21 - On Track            02/26/21 - On Track            01/28/21 - On Track</p>
<p>4. Utilize data from Dream Box and IXL to drive small group instruction for Tier 2 and Tier 3 students in math.</p> <p>Evidence of Implementation: Small group lesson plans, Dreambox/IXL reports (Target Group: All) (Strategic Priorities: 2)</p>	Teachers	May 2021 - Quarterly		<p>Criteria: Increase the number of students reading on or above grade level.</p> <p>06/04/21 - Completed (S)            03/31/21 - Some Progress            02/26/21 - Some Progress            01/28/21 - Significant Progress</p>
<p>5. Utilize data from Map Growth Reading to drive small group instruction for Tier 2 and Tier 3 students in reading.</p>	Teachers	May 2021 - Quarterly		<p>Criteria: Increase the number of students reading on or above grade level.</p>

# Baranoff Elementary School

**Goal 2.** (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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Evidence of Implementation: Small group lesson plans; Map growth reports (Target Group: All) (Strategic Priorities: 2)				06/04/21 - Completed (S) 04/30/21 - On Track 03/31/21 - On Track 02/26/21 - On Track 01/28/21 - On Track
6. Attend team planning meetings monthly to analyze student data and develop targeted intervention plans.  Evidence of Implementation: Team meeting minutes, intervention plans (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal	May 2021 - Quarterly		Criteria: Increase the number of students reading on or above grade level.  06/04/21 - Completed (S) 04/30/21 - On Track 02/26/21 - On Track 01/28/21 - Significant Progress

# Baranoff Elementary School

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct regular CST meetings and identify student needs.  Evidence of Implementation: CST goals (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal, Teachers	May 2021 - Quarterly		Criteria: Increase the number of students reading on or above grade level.  06/04/21 - Completed (S) 04/30/21 - On Track 03/31/21 - On Track 02/26/21 - On Track 01/28/21 - On Track

# Baranoff Elementary School

**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.** (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish an attendance committee to discuss and implement ways to increase our attendance rate percentage. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal	May 2021		Criteria: Increase the attendance rate percentage  06/04/21 - Completed (S) 04/30/21 - On Track 03/31/21 - On Track 02/26/21 - On Track 01/28/21 - On Track



# Baranoff Elementary School

**Goal 4.** (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. Review with all teachers characteristics of GT students prior to each nomination window to ensure all students have the opportunity to be nominated. (Target Group: All)	Administrators	September 2020		Criteria: Increase the percentage of African America and Hispanic students enrolled in the Gifted/Talented (GT) program.  01/28/21 - Completed (S)
2. Review with all teachers beginning of year, middle of the year, and end of year TEAMS student data reports (overall demographics and identified GT student demographics). (Target Group: All)	Administrators	May 2021		Criteria: Increase the percentage of African America and Hispanic students enrolled in the Gifted/Talented (GT) program.  04/30/21 - Completed (S) 03/31/21 - On Track 02/26/21 - On Track 01/28/21 - On Track
3. Notify parents when the Gifted and Talented nomination window will occur (Target Group: All)	Administrators	September 2020		Criteria: Increase the percentage of African America and Hispanic students enrolled in the Gifted/Talented (GT) program.  01/28/21 - Completed (S)

## SY 20-21 CIP Developers List

Name	Position
Warnken, Debbie	District User
Barrett, Samantha	Campus Manager/Assistant Principal
Ruiz, Christine	Campus Manager/Assistant Principal
Cantu, Beth	Campus Manager/Principal
Magallanez, Jennifer	CAC Staff Co-Chair
Exter, Monty	CAC Non-Staff Co-Chair
Moore, Jennifer	PTA President
Denny, Jason	CAC Parent Member
Gribble, Kim	CAC Parent Member
McCoy, James	CAC Parent Member
Bodah, Shaun	CAC Parent Member
Krock, Matt	CAC Business Member
Schmidt, Christine	CAC Community Member
Kennedy, Laura	CAC Professional Member
Crowley, Robin	CAC Professional Member
Higgins, Kris	CAC Professional Member
Rutherford, Ryan	CAC Professional Member
Artz, Cynthia	CAC Professional Member
Slockett, Jessica	CAC Special Education Professional Member
Libbon, Carroll	CAC Classified Member
Haney, Josh	CAC Parent Memeber