Baranoff Elementary School
Campus Improvement Plan
2020/2021

Trailblazers of the Future

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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 Lvl
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
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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21 Goal</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019 State Accountability Ratings</strong></td>
<td>TEA</td>
<td>93</td>
<td>93</td>
<td>No Data</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>State Overall Scaled Score</td>
<td>TEA</td>
<td>92</td>
<td>92</td>
<td>No Data</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>State Domain 1: Academic Achievement Scaled Score</td>
<td>TEA</td>
<td>82</td>
<td>82</td>
<td>No Data</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>State Domain 2, Part A: Student Growth Scaled Score</td>
<td>TEA</td>
<td>75</td>
<td>75</td>
<td>No Data</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>State Domain 2, Part B: Relative Performance Scaled Score</td>
<td>TEA</td>
<td>94</td>
<td>94</td>
<td>No Data</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Consistently Underperforming/Historically Underserved Student Groups</td>
<td>TEA</td>
<td>--</td>
<td>none</td>
<td>No Data</td>
<td>none</td>
<td>Required if any groups were identified in 2018-19</td>
</tr>
</tbody>
</table>

**2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.**

| % 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 |

### 3rd 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 | |
| English Learners | STAAR | 45 | 63 | No Data | 64 | |

### 3rd 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

Domain 3 Math Academic Achievement targets missed: STAAR none none No Data none

Required if any targets missed in 2018-19. Excludes Continuously Enrolled and
## 2020-21 Campus and Targeted Improvement Plan Checklist: Baranoff (182)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21 Goal</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 3 Reading Growth targets missed</td>
<td>STAAR</td>
<td>none</td>
<td>none</td>
<td>No Data</td>
<td>none</td>
<td>Not Continuously Enrolled student groups.</td>
</tr>
<tr>
<td>Domain 3 Math Growth targets missed</td>
<td>STAAR</td>
<td>ECD</td>
<td>none</td>
<td>No Data</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>% of English Learners at Advanced High or made one year of Composite Progress</td>
<td>TELPAS</td>
<td>67</td>
<td>52</td>
<td>No Data</td>
<td>&gt;36</td>
<td>Required if &lt; 36</td>
</tr>
</tbody>
</table>

### 2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.

- **Campus SEL implementation survey score**
  - Data Source: SEL Survey
  - 2019-20: 78
  - 2020: 82
  - 2020-21: No Data
  - Goal: TBD
  - Notes: GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.

### 2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.

- **% African American students enrolled in Gifted/Talented (GT) programs**
  - Data Source: TEAMS
  - 2019-20: 2
  - 2020: 4.8
  - 2020-21: No Data
  - Goal: TBD
  - Notes: CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.

- **% Hispanic students enrolled in Gifted/Talented (GT) programs**
  - Data Source: TEAMS
  - 2019-20: 3
  - 2020: 7.6
  - 2020-21: No Data
  - Goal: TBD
  - Notes: CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.

- **My classmates treat me with respect**
  - Data Source: Student Climate Survey
  - 2019-20: NA
  - 2020: 89
  - 2020-21: 91
  - Goal: TBD
  - Notes: CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.

- **My classmates show respect to each other**
  - Data Source: Student Climate Survey
  - 2019-20: NA
  - 2020: 89
  - 2020-21: 91
  - Goal: TBD
  - Notes: CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.

- **My classmates show respect to others who are different**
  - Data Source: Student Climate Survey
  - 2019-20: NA
  - 2020: 89
  - 2020-21: 91
  - Goal: TBD
  - Notes: CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.

- **# home suspensions (all students)**
  - Data Source: Student Services
  - 2019-20: 0
  - 2020: 0
  - 2020-21: No data
  - Goal: TBD
  - Notes: CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.

- **Campus rating on the Coordinated School Health (CSH) Survey**
  - Data Source: Physical Education
  - 2019-20: Exemplary
  - 2020: Exemplary
  - 2020-21: No Data
  - Goal: Exemplary or Recognized
  - Notes: 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**
  - Data Source: Advanced Academics
  - 2019-20: Exemplary
  - 2020: Exemplary
  - 2020-21: Out of Compliance
  - Goal: Exemplary or Recognized
  - Notes: 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.

(continued on next page)
### 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.

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

*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

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 BLENDF 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.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus on best practices and instructional strategies at monthly faculty meetings.</td>
<td>Assistant Principal, Counselor, Principal</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</td>
</tr>
<tr>
<td>Evidence of Implementation: Faculty meeting agendas (Target Group: All)</td>
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<tr>
<td>2. Participate in deliberate modeling and observation and feedback cycles.</td>
<td>Assistant Principal, Principal, Teachers</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</td>
</tr>
<tr>
<td>Evidence of Implementation: Feedback documentation (Target Group: All)</td>
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<tr>
<td>3. Participate in professional development led by teacher leaders.</td>
<td>Assistant Principal, Principal, Teacher Leaders</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</td>
</tr>
<tr>
<td>Evidence of implementation: Faculty meeting agendas, professional development agendas (Target Group: All)</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Review student data through progress monitoring tools. Evidence of implementation: Administration team meeting minutes (Target Group: All)</td>
<td>Assistant Principal, Principal</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</td>
</tr>
<tr>
<td>2. Attend grade level planning meetings to analyze student data and develop targeted intervention plans. Evidence of Implementation: Team meeting minutes, intervention plans (Target Group: All)</td>
<td>Assistant Principal, Principal, Teacher Leaders</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</td>
</tr>
<tr>
<td>3. Meet with individual teachers as needed to analyze student data and develop targeted intervention plan. Evidence of Implementation: Intervention plans (Target Group: All)</td>
<td>Assistant Principal, Principal, Teachers</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: All teachers will participate in professional development, observation/feedback cycles, and progress monitor student data.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Provide feedback for each teacher once a month.</td>
<td>Assistant Principal, Principal</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: Increase the number of students reading on or above grade level.</td>
</tr>
<tr>
<td>Evidence of Implementation: Walkthrough documentation (Target Group: All)</td>
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<tr>
<td>2. Focus on best practices and instructional strategies at monthly faculty meetings and professional development days.</td>
<td>Assistant Principal, Principal</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: Increase the number of students reading on or above grade level.</td>
</tr>
<tr>
<td>Evidence of Implementation: Faculty meeting agendas; professional development agendas (Target Group: All)</td>
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<tr>
<td>3. Due to the pandemic and resulting revisions to the PPfT process, conduct one or two observations as requested by each teacher.</td>
<td>Assistant Principal, Principal</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: Increase the number of students reading on or above grade level.</td>
</tr>
<tr>
<td>Evidence of Implementation: Observation feedback (Target Group: All)</td>
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</tbody>
</table>
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

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>1. Identify special populations of students.</td>
<td>Teachers</td>
<td>October 2020</td>
<td>Criteria: Increase the number of students reading on or above grade level</td>
<td></td>
</tr>
<tr>
<td>Evidence of Implementation: Student Rosters (Target Group: All) (Strategic Priorities: 2)</td>
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<tr>
<td>2. Implement progress monitoring tools to monitor student data.</td>
<td>Assistant Principal, Principal, Teachers</td>
<td>May 2021 - Quarterly</td>
<td>Criteria: Increase the number of students reading on or above grade level</td>
<td></td>
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<tr>
<td>Evidence of Implementation: Progress monitoring tools (Target Group: All)</td>
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<tr>
<td>3. Implement grade level common assessments.</td>
<td>Teachers</td>
<td>May 2021 - Quarterly</td>
<td>Criteria: Increase the number of students reading on or above grade level</td>
<td></td>
</tr>
<tr>
<td>Evidence of Implementation: Common assessments, team meeting minutes; progress monitoring tools (Target Group: All) (Strategic Priorities: 2)</td>
<td></td>
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<tr>
<td>4. Utilize data from Dream Box and IXL to drive small group instruction for Tier 2 and Tier 3 students in math.</td>
<td>Teachers</td>
<td>May 2021 - Quarterly</td>
<td>Criteria: Increase the number of students reading on or above grade level</td>
<td></td>
</tr>
<tr>
<td>Evidence of Implementation: Small group lesson plans, Dreambox/IXL reports (Target Group: All) (Strategic Priorities: 2)</td>
<td></td>
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</tr>
<tr>
<td>5. Utilize data from Map Growth Reading to drive small group instruction for Tier 2 and Tier 3 students in reading.</td>
<td>Teachers</td>
<td>May 2021 - Quarterly</td>
<td>Criteria: Increase the number of students reading on or above grade level</td>
<td></td>
</tr>
<tr>
<td>Evidence of Implementation: Small group lesson plans; Map growth reports (Target Group: All) (Strategic Priorities: 2)</td>
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</tr>
<tr>
<td>6. Attend team planning meetings monthly to analyze student data and develop targeted intervention plans.</td>
<td>Assistant Principal, Principal</td>
<td>May 2021 - Quarterly</td>
<td>Criteria: Increase the number of students reading on or above grade level</td>
<td></td>
</tr>
</tbody>
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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

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<tr>
<td>Evidence of Implementation: Team meeting minutes, intervention plans (Target Group: All) (Strategic Priorities: 2)</td>
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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

<table>
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<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct regular CST meetings and identify student needs.</td>
<td>Assistant Principal, Principal, Teachers</td>
<td>May 2021 - Quarterly</td>
<td></td>
<td>Criteria: Increase the number of students reading on or above grade level.</td>
</tr>
</tbody>
</table>
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

<table>
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<tr>
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<tbody>
<tr>
<td>1. Establish an attendance committee to discuss and implement ways to increase our attendance rate percentage. (Target Group: All) (Strategic Priorities: 2)</td>
<td>Assistant Principal, Principal</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Increase the attendance rate percentage</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Administrators</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Increase the percentage of African America and Hispanic students enrolled in the Gifted/Talented (GT) program.</td>
</tr>
<tr>
<td>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)</td>
<td>Administrators</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Increase the percentage of African America and Hispanic students enrolled in the Gifted/Talented (GT) program.</td>
</tr>
<tr>
<td>3. Notify parents when the Gifted and Talented nomination window will occur (Target Group: All)</td>
<td>Administrators</td>
<td>September 2020</td>
<td></td>
<td>Criteria: Increase the percentage of African America and Hispanic students enrolled in the Gifted/Talented (GT) program.</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Warnken, Debbie</td>
<td>District User</td>
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<tr>
<td>Barrett, Samantha</td>
<td>Campus Manager/Assistant Principal</td>
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<tr>
<td>Ruiz, Christine</td>
<td>Campus Manager/Assistant Principal</td>
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<tr>
<td>Cantu, Beth</td>
<td>Campus Manager/Principal</td>
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<tr>
<td>Magallanez, Jennifer</td>
<td>CAC Staff Co-Chair</td>
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<tr>
<td>Exter, Monty</td>
<td>CAC Non-Staff Co-Chair</td>
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<tr>
<td>Moore, Jennifer</td>
<td>PTA President</td>
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<tr>
<td>Denny, Jason</td>
<td>CAC Parent Member</td>
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<tr>
<td>Gribble, Kim</td>
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<tr>
<td>McCoy, James</td>
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<tr>
<td>Bodah, Shaun</td>
<td>CAC Parent Member</td>
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<tr>
<td>Krock, Matt</td>
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<tr>
<td>Schmidt, Christine</td>
<td>CAC Community Member</td>
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<tr>
<td>Kennedy, Laura</td>
<td>CAC Professional Member</td>
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<tr>
<td>Crowley, Robin</td>
<td>CAC Professional Member</td>
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<tr>
<td>Higgins, Kris</td>
<td>CAC Professional Member</td>
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<tr>
<td>Rutherford, Ryan</td>
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<td>Artz, Cynthia</td>
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<tr>
<td>Slockett, Jessica</td>
<td>CAC Special Education Professional Member</td>
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<tr>
<td>Libbon, Carroll</td>
<td>CAC Classified Member</td>
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<tr>
<td>Haney, Josh</td>
<td>CAC Parent Member</td>
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