

BALDWIN EL

Campus Improvement Plan 2021/2022

Individually Unique, Together Complete.



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Date Reviewed:

DMAC Solutions ®

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Campus Mission

The mission of Baldwin Elementary is to promote a learner-centered education, where the unique and whole development of each child is nurtured in a shared partnership between caring, creative staff, parents, and community. We seek to create a challenging learning environment, provided in a nurturing, inclusive, and safe atmosphere that encourages high expectations for success. This learner-centered education inspires children to achieve their potential academically, physically, socially, emotionally, and artistically; fostering a life-long desire to learn.

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.

BALDWIN EL

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

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve an overall rating of at least a 85% on the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All)	PE Teacher	May, 2022		Criteria: Agendas 10/18/21 - Some Progress 08/30/21 - Some Progress
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All)	Administrators, PE Teacher, PTA, Teachers	May, 2022		Criteria: Agendas and posted on newsletters and websites 10/18/21 - Some Progress 08/30/21 - Some Progress
3. Invite parents/families to Family Fitness night and focus on all areas supporting Whole Child by providing activities and information. (Target Group: All)	PE Teacher	April, 2022		Criteria: Scheduled Family Night with information and activities related to the Whole Child. 10/18/21 - Some Progress 08/30/21 - No Progress

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Objective 2. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) Our campus will participate in the implementation of 3 SEL practices throughout the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Our campus will engage in three No Place for Hate activities this year. (Target Group: All)	Counselor	May, 2022		Criteria: 3 activities on the calendar and implemented on campus. 10/18/21 - On Track 08/30/21 - Some Progress
2. Implement "Peace Areas" throughout the campus and include the Mindfulness Room on tours to show families what is being used in the classroom and can be used at home. (Target Group: All)	Counselor, Office Staff	May, 2022		Criteria: Agenda of tour information for Mindfulness Room and Peace Box in every classroom. 10/18/21 - On Track 08/30/21 - Significant Progress
3. Promote SEL and CP&I via all methods of communication: monthly newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Condition #5) (Target Group: All)	Counselor, SEL Campus Coordinator, SEL Committee, Team Leaders	May, 2022		Criteria: Agendas, emails, pictures, newsletters 10/18/21 - On Track 10/18/21 - Pending 08/30/21 - Some Progress
4. Profiles of students will be utilized to differentiate instruction as well as build strong instruction based on relationships, talents and interests of individual. (i.e. Learner Profiles & Passion Day) (Condition #2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Leadership Team, Librarian, Office Staff, Teachers	May, 2022	(L)Campus BTO	Criteria: Participation in Passion Day & completed Learner Profiles 10/18/21 - Significant Progress 09/12/21 - Significant Progress

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Objective 3. (Family Engagement) Implement at least one family event per semester either in person or virtually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold a Family Night for students and families to engage in instructional strategies and games. (Target Group: ECD,ESL,LEP) (Strategic Priorities: 2)	Administrators, Instructional Coaches, Reading Interventionist, Teachers	December, 2022		Criteria: Invitation, Attendance Sheet, Survey 10/18/21 - Significant Progress 08/30/21 - No Progress
2. Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, library, and family nights. (C #2) (Target Group: All)	Administrators, Counselor, Librarian, PTA	May, 2022		Criteria: Agendas, newsletters, book inventory 10/18/21 - Some Progress 09/12/21 - Some Progress 08/30/21 - No Progress
3. Invite parents to a fine arts event that highlights student work and performance in the areas of art, music and/or PE. (Target Group: All)	PE Teacher, Teachers	May, 2022		Criteria: Sign-in sheet, invite, announcements 10/18/21 - On Track 09/12/21 - Some Progress 08/30/21 - No Progress

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

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 5 days of the assessment. (Condition #3 & #1)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers analyze common assessment data in PLCs two times per six weeks, to ensure students are growing and identify interventions and enrichments accordingly. (Target Group: ECD,LEP,SPED) (Strategic Priorities: 2)	Instructional Specialists/Coaches	May, 2022		Criteria: Common Assessment Data Review forms 11/29/21 - Significant Progress 10/29/21 - Some Progress 08/30/21 - On Track
2. Teachers track progress of individual students at minimum every 9 weeks (SEs/skills/TEKS) in order to identify students that would benefit from intervention and enrichment. (Target Group: H,ECD,SPED) (Strategic Priorities: 2)	Instructional Coaches, Special Education Staff, Teachers	May, 2022		Criteria: Data binders, STAAR and MAP Growth results, eCST 11/29/21 - On Track 10/18/21 - On Track 08/30/21 - Some Progress
3. Students in grades 3-5 receive their own common assessment data in class two times per six weeks broken down by Student Expectation. (Teachers will run reports in DMAC and provide the data to students.) Students track progress toward Meets and Masters as well as mastery of individual SEs. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Administrators, Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	May, 2022		Criteria: student progress monitoring tracking chart/s, data binders 10/29/21 - On Track 08/30/21 - No Progress
4. Teachers will plan utilizing district provided curriculum that provide rigorous, culturally relevant strategies. (Condition #6) (Target Group: All,ESL,GT) (Strategic Priorities: 2)	Administrators, Instructional Leadership Team, Teachers	May, 2021		Criteria: Lesson plans, grade level agendas and observations 10/18/21 - On Track 09/12/21 - Some Progress

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Objective 2. (Support for Emergent Bilingual students) 90% of our Emergent Bilingual students will get approaches or better on the math and reading STAAR test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and discuss and support the teacher in identifying and implementing evidence-based strategies. (Target Group: ESL,LEP) (Strategic Priorities: 2)	Administrators, Instructional Coaches, Teachers	May, 2022		Criteria: Data binders, goal setting sheets, student data 10/18/21 - Some Progress 08/30/21 - No Progress
2. All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. (Target Group: ESL,LEP)	Administrators, Instructional Coaches, Teachers	May, 2022		Criteria: PLC notes, agendas, data binders 10/18/21 - On Track 08/30/21 - Some Progress
3. Ensure all teachers are teaching evidence-based strategies as part of their daily core content curriculum and will identify language objectives. (Target Group: ESL,LEP)	Administrators, Instructional Coaches, Teachers	May, 2022		Criteria: Lesson plans, observations, data binders 10/18/21 - Some Progress 08/30/21 - Some Progress
4. Share culturally responsive and inclusive curriculum through books (shared monthly by the librarian), announcements (daily), and monthly faculty meetings. (Condition #6) (Target Group: H,AA,ESL)	Administrators, Campus Committees, Instructional Coaches, Instructional Leadership Team, Teachers	May, 2022		Criteria: Lesson plans, announcement script and calendar, list of available books, agendas 10/18/21 - Some Progress 09/12/21 - Some Progress

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Objective 3. (Support for Students with Special Needs) 90% of students with disabilities will receive a score of approaching or better on the STAAR math and reading tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. For students with special needs, the campus administrator ensures an ARD is held on time to develop an intensive program of instruction for each assessment area where the student did not meet standard on STAAR (Target Group: SPED)	Administrators, Special Education Staff	October, 2022		Criteria: IEPs, data binders 11/29/21 - On Track 10/18/21 - Some Progress 08/30/21 - Some Progress
2. Ensure teachers implement a variety of participation structures in their classroom practice in order to meet student learning needs and notes on lesson plans. (Target Group: SPED) (Strategic Priorities: 2)	Administrators, Instructional Coaches, Instructional Leadership Team, Intervention Staff, Teachers	May, 2022		Criteria: Lesson plans, observations, agendas 10/18/21 - Some Progress 08/30/21 - Some Progress
3. Increase the opportunity for collaboration on planning between general and special education teachers is given weekly, and ensure collaboration is evident during classroom observations. (Condition #4) (Target Group: SPED) (Strategic Priorities: 2)	Administrators, Special Education Staff, Teachers	May, 2022		Criteria: PLC Agenda/attendance, lesson planning, observations 10/18/21 - Some Progress 08/30/21 - Some Progress

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Objective 4. (Early Childhood) 90% of all students will be reading at the Average or better score as indicated on the EOY MAP Growth Reading for grades K-2.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers or other school staff are informed and involved in the process of providing interventions for struggling learners with monthly faculty meetings and weekly PLC meetings. (Target Group: K,1st,2nd) (Strategic Priorities: 2)	Administrators, Instructional Coaches, Reading Interventionist, Reading Specialist, Teachers	May, 2022		Criteria: eCST, data binders, agendas, DRAs 10/18/21 - Some Progress 08/30/21 - Some Progress
2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2)	Administrators, Instructional Coaches, Instructional Leadership Team, Reading Interventionist, Reading Specialist, Teachers	May, 2022		Criteria: PLC notes, data binders, lesson plans, observations 10/18/21 - Some Progress 08/30/21 - No Progress
3. Student progress toward measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting. (Target Group: All)	Administrators, Instructional Coaches, Instructional Leadership Team, Intervention Staff, Teachers	May, 2022		Criteria: Observations, lesson plans, data binders 10/18/21 - On Track 08/30/21 - Some Progress

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Goal 3. (Increased Enrollment) Campus enrollment will increase from 683 to 700 by May 1, 2021.

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 683 to 700 by December 15, 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th)	Attendance Clerk, Principal	May, 2021		Criteria: Weekly reports. 10/18/21 - Significant Progress 08/30/21 - Some Progress
2. Provide monthly school tours to bring in community and highlight successes and strengths. (Target Group: All)	Administrative Assistant, Attendance Clerk, Registrar	Throughout the year		Criteria: Calendar of tours 10/18/21 - No Progress 08/30/21 - Some Progress
3. Update website weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, schedules, events, etc.). (Target Group: All)	Administrative Assistant, Attendance Clerk	Throughout year		Criteria: Updated website information 10/18/21 - Pending 08/30/21 - Some Progress

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Goal 3. (Increased Enrollment) Campus enrollment will increase from 683 to 700 by May 1, 2021.

Objective 2. (Sense of Belonging) Baldwin will create a sense of belonging, empowerment, and connection for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Announcements will include information about all holidays and celebrate all heritages such as National Hispanic Month, Black History Month, and Chinese New year. (Target Group: H,W,AA,ESL,LEP)	Administrators, Counselor	May, 2022		Criteria: Agendas 10/18/21 - On Track 09/12/21 - Some Progress
2. Staff and/or students will participate in three activities from a diverse range of cultures. i.e. Folkloria, dances, songs, classroom activities (Target Group: All)	Administrators, Instructional Specialists/Coaches, Music & Art Staff, Teachers	May, 2022		Criteria: Art projects, pictures, songs, lesson plans, calendar of events 10/18/21 - Some Progress 09/12/21 - Some Progress 09/12/21 - No Progress
3. Staff will promote a variety of opportunities for all students that include college and career readiness. i.e. College signs, college days, career day (Target Group: All) (Strategic Priorities: 3)	Administrators, Counselor, Teachers	May, 2022		Criteria: Visibility of college signs, agendas, newsletters 10/18/21 - Some Progress 09/12/21 - Some Progress

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- Goal 4.** (Exemplary Customer Service) By the end of SY 21-22, the campus will receive Meets Expectations on the 7 of the 9 areas on the Campus Assessment Rubric.
- Objective 1.** (Exemplary Customer Service) By the end of SY 21-22, the campus will receive Meets Expectations or better on the 9 of the 9 areas on the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (Target Group: All)	Administrators	May, 2022		Criteria: Data will show that all Let's Talk questions were responded to in 24 hours or less. 10/18/21 - On Track 08/30/21 - On Track
2. Ensure the language line for preferred languages is systematically prioritized and actively implemented when needed by stakeholders. (Target Group: ESL,LEP)	Office Staff	May, 2021		Criteria: A flyer will be given to all families that indicate that they need help in translation with the office staff. 10/18/21 - Pending 08/30/21 - Some Progress
3. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Target Group: All)	Administrators, Office Staff, Teachers	May, 2022		Criteria: Messages will be monitored for up to date information. 10/18/21 - Some Progress 08/30/21 - Some Progress

1st 9 weeks report - due October 22

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

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

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

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

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

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

We are on track to reach out goals and continue to work on them as a campus. We reviewed the goals at our last CAC meeting as well.

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

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

2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

3rd 9 weeks report - due March 25

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

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

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

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

(PTG) Monitoring Chart.

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

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

N/A

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

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

4th 9 weeks report - due June 3

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

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

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

N/A

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

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

BALDWIN EL Site Base

Name	Position
Murray, Jennifer	Campus Manager
Thompson, Tammy	Campus Administrator
Holley, Lindsay	Counselor
Munroe, Katherine	Instructional Coach
Torres, Irene	CAC Co-chair & Parent
Castillo, Miguel	Executive Director
Rameriz, Caroleena	CAC Co-chair and Teacher

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Baldwin Elementary

Instructions for the Comprehensive Needs Assessment (CNA):

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

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

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	76%	57%	60%	67%	100%	71%	100%	65%	83%	50%	92%	94%
SY 21-22 Goal	70%	70%	70%	70%	100%	75%	100%	70%	70%	70%	95%	95%

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

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

As a campus we need to increase our community engagement. Our hope is to reach out to partners to bring experiences to the students of Baldwin.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Baldwin Elementary

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	818	15	0	0	0	0	198			5		479		2	5		410				
2018-2019	793	11			1		181					467			18		400			1	
**2019-2020	790	8					174			1		468			2	1	385				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018		408		2	10		116		1	8		103		1	5						
2018-2019		393			19		112			1		90			13						
**2019-2020		405			3	1	103			1	1	85			1						

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

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)? In school suspensions have been reduced due to implementation of PBIS as well as proper identification for support.

What are the top 3 reasons students get referrals? Physical aggression. With the implementation of PBIS and following FBAs, referrals for any group are minimal.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Baldwin Elementary

SY 20-21 MAP Growth BOY to EOY

English										Spanish									
Grd	BOY				EOY				Change	BOY				EOY			Change		
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg		Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg		Average	Above Avg
1	108	6	7	86	108	13	23	64	-22										
2	98	17	9	73	113	21	19	59	-14										
3	113	15	10	75															
4	90	11	12	77	77	9	22	69	-8										
5	139	17	15	68	10	80	10	10	-58										
All	548	14	11	76	308	17	21	62	-14										

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

We have a large % of students that have scored in the above average reading level but there is not a solid transfer of information on the STAAR test. We did not show growth in all students, actually showing a decrease in students that were scoring in the average and above average range when comparing BOY to EOY. .

SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020	2021		2021	2020 to 2021	2021			
	# Matched Prof Lvl	% Progressed 1+	# Matched Prof Lvl	% Progressed 1+	Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	21	N/A	18						
1	19	84	17	82	-2				
2	13	8	14	7	-1				
3	7	14	12	33	+20				
4	12	25	7	43	+18				
5	11	64	13	38	-26				
All									

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

When moving from holistic ratings in K/1 to the standardized computer ratings, we see a big dip in growth of proficiency levels. Gains in 3rd/4th grade progression were strong.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Baldwin Elementary

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

	Test Grade	All Students					African American					Hispanic					White					Asian				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																										
Math	03	92	85	89	63	37	3	100				20	83	75	50	30	52	85	90	62	35	12	86			
Math	04	83	92	73	53	40	1	100				24	96	54	38	17	45	90	78	51	40	6	100			
Math	05	115	82	80	57	40	3	100				29	83	59	28	14	67	82	87	61	40	11	69			
Math	All	290	86	81	58	39	7	100	86	57	43	73	87	62	37	19	164	85	85	59	38	29	81			
Reading	03	92	85	88	71	42	3	100				20	83	75	40	10	52	85	90	75	46	12	86			
Reading	04	83	92	73	57	31	1	100				24	96	58	29	13	45	90	80	64	38	6	100			
Reading	05	115	82	82	63	50	3	100				29	83	59	38	28	67	82	88	69	55	11	69			
Reading	All	290	86	81	63	42	7	100	71	57	57	73	87	63	36	18	164	85	87	70	48	29	81			
Writing	04	80	90	73	54	18	1	100				23	92	52	30	4	45	90	78	60	16	5	100			
Science	05	115	82	77	48	28	3	100				29	83	48	17	10	67	82	87	54	33	11	69			

	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services								
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters				
2021 STAAR																									
Math	03	11	85	73	55	18	12	100	92	67	25	9	82	56	11	11	8	80	50	38	25				
Math	04	10	91	10	<1	<1	9	100	33	33	22	9	90	33	22	11	17	94	35	18	6				
Math	05	18	82	61	22	11	12	86	83	42	25	11	85	36	<1	<1	11	85	27	18	9				
Math	All	39	85	51	26	10	33	94	73	48	24	29	85	41	10	7	36	88	36	22	11				
Reading	03	11	85	73	55	27	12	100	75	67	25	9	82	33	22	<1	8	80	50	25	13				
Reading	04	10	91	30	20	10	9	100	33	22	11	9	90	33	22	<1	17	94	47	29	6				
Reading	05	18	82	50	33	28	12	86	67	33	17	11	85	27	18	18	11	85	27	18	9				

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Baldwin Elementary

Reading	All	39	85	51	36	23	33	94	61	42	18	29	85	31	21	7	36	88	42	25	8
Writing	04	10	91	30	10	10	8	100	25	13	<1	9	90	22	22	<1	17	94	35	24	<1
Science	05	82	82	44	22	11	12	86	58	17	8	11	85	18	9	<1	11	85	18	9	9

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

We continue to struggle in serving our Economically Disadvantaged and special education students in both reading and math. In addition, our hispanic EB students underperformed, especially in the 4th grade. This continues to be a focus area for all grades in both math and reading.

Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	11.11	12.5	18.18
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	9.43	9.52	8.55

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

We identify students that are GT when doing class placements and ensure that they are clustered in groups of 3-6.

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

We continue to announce GT activities through newsletters, Principal Meetings, and School Messenger.

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

Our librarian pulls out the GT students one time a week to support them and give them an opportunity to work with other GT students. .

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

GT Campus Accountability Monitoring Plan

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

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Baldwin Elementary

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			100%
% of African American SpEd students	SEEDS	0	0	0
% of Initial, Transfer, and Annual ARDs held on time	CRTE			100%
% parent participation for ARD meetings	CRTE			100%
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE	0	0	0

Special Populations reflection: Although we don't have data here, our ARD and 504 meetings are held in a timely manner.

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	105	3	28	59	0	11	0	4	17	13	10	<25	92	92			
Growth Score	68%		54	71										70%			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y		N	Y										Y	3	4	75%

Math #PM Tests	105	3	28	59	0	11	0	4	17	13	10	<25	92	13			
Growth Score	63		50	59									65				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Baldwin Elementary

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

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies				X
Campus Website				X
Phone/Voicemail/Email Practices			X	X
Language Line for Preferred Language		X		
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds			X	
Safety Protocols			X	
Signage			X	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Our campus will work to put up signage that is in multiple languages. We will be sure that all email/voicemail messages are updated both in the office and in the classrooms.</p>				

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

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Baldwin Elementary

- Either Family Engagement or Community Engagement

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

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Baldwin Elementary

ADDITIONAL Framework Components:

Coordinated School Health

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

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

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

Support for Special Populations

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

PreK-12+ College, Career, and Life Readiness

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

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

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

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

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

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

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

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

Sept 17: CIP/TIP final drafts due in BLEND

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

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

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

Oct 18-Nov 20: ESF Diagnostic Survey Window

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

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

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

Oct 25-27: TIL DDI

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

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

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

Dec 18: Schedule ESF Diagnostic for Spring

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

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

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

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

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

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

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

Feb 22: TIL Lesson Alignment and Formative Assessment

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

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

March 22: TIL Observation and Feedback

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

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

March 30: TIL DDI

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

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

June 3: EOY reports submitted to BLEND

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

Austin ISD Data Tracker - SY 21-22

Campus Name: Baldwin Elementary

INSTRUCTIONS: (Hide when downloading PDF)

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns I, L, and O.

2019 or 2021 Results (column F):

Use 2019 results if participation rate in 2021 was lower than 80%.

2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Downloading PDF of AISD Data Tracker:

Hide instructions row #1

Click File from tool bar above and select download: PDF document

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	81%	SCA 1	90%	85%	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	All	Reading	Meets	64%	SCA 1	60%	62%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	Reading	Masters	41%	SCA 1	30%	48%	SCA 2	30%	-	SCA 3	30%	-	STAAR	30%
	All	All	Math	App.	81%	SCA 1	90%	93%	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	All	Math	Meets	58%	SCA 1	60%	78%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	Math	Masters	39%	SCA 1	30%	61%	SCA 2	30%	-	SCA 3	30%	-	STAAR	30%
	All	All	Science	App.	77%	SCA 1	90%	91%	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	All	Science	Meets	48%	SCA 1	60%	65%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	Science	Masters	28%	SCA 1	30%	55%	SCA 2	30%	-	SCA 3	30%	-	STAAR	30%
	All	Emer. Bilingual	Reading	Meets	41%	SCA 1	60%	28%	SCA 2	60%	-	SCA 3	60%	-	TELPAS	60%
Strategic Plan Scorecard Elements	All	African American	All	Meets	41%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	Hispanic	All	Meets	36%	SCA 1	60%	57%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	Emer. Bilingual	All	Meets	38%	SCA 1	60%	44%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	Special Education	All	Meets	21%	SCA 1	60%	38%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	3rd	All	Reading	Meets	71%	SCA 1	60%	47%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	3rd	All	Math	Meets	63%	SCA 1	60%	78%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
60	90	A	