

BARANOFF EL

Timy Baranoff Elementary School - CIP 2022/2023

Trailblazers of the Future!



BARANOFF

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BARANOFF EL

Mission

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.

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Nondiscrimination Notice

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

BARANOFF EL

Vision

Campus Vision

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 all resources strategically*

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 Austin ISD among internal and external stakeholders*
- Develop and maintain community partnerships*

Vision Continued

Whole Child, Every Child

Physical, social, and emotional health and safety

Equity, diversity, and inclusion

High expectations for all students, employees, parents/guardians and community members

Creativity, collaboration, and innovation

Community schools

Life-Long learning

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Responsive Classroom, Social and Emotional Learning, Zones of Regulation, Peace Areas, Positive Behavior Supports, Classroom Management Systems

Demographics Weaknesses

Continue to support all students to be successful in the classroom.

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, 0% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 0% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

We will continue to support students through Responsive Classroom and SEL strategies to establish quality relationships. We identify our African American students in each class and provide positive supports to ensure all students have equal access to learning. All classrooms utilize Zones of Regulation and Peace areas to support student's ability to self regulate. In addition, teachers and staff participate in professional development in positive classroom management systems and community building to assist with eliminating the process of removing students for discipline issues (unless it is a safety issue). We use the same practices for our special education students and convene ARD meetings to discuss any behavior needs that need to be addressed.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

We increased the percentage of students who approached, met, and mastered standards on the reading, math, and science STAAR from 2021.

On the 2022 TELPAS, 46% of students progressed 1+ Proficiency Level.

Student Achievement Weaknesses

On the 2022 reading, math, and science STAAR, our White students are outperforming all other student groups.

On the 2023 TELPAS, increase the percents of student who progress 1+ Proficiency Level.

Student Achievement Summary

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

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)
Our White students outperformed our Black and Hispanic students in the meets category.

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

Our two lowest performing student groups are Black and Hispanic.

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

Students scored higher in reading than in math.

Math

African American - 10%

Hispanic - 15%

White - 28%

EcoDis - 13%

Emergent Bilingual - 23%

Special Education - 9%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Dyslexia - 10%

Our White students are outperforming all other student groups.

Reading

African American - 40%

Hispanic - 22%

White - 48%

EcoDis - 20%

Emergent Bilingual - 36%

Special Education - 13%

Dyslexia - 20%

Our White students are outperforming all other student groups.

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

Beginning - 0%

Intermediate - 12%

Advanced - 57%

Advanced High - 31%

Most students fall within the Advanced and Advanced High ratings. 46% of students progressed 1+ Proficiency Level.

School Culture and Climate

School Culture and Climate Strengths

In 2021-22, using the CSH list, 6 of the 11 areas reached 70% or higher:

CSH Implementation

Physical Education/Physical Activity

Food Services

Social Emotional Learning

Counseling/Mental Health/Social Services

Health Services

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

In 2021-22, using the CSH list, 5 of the 11 areas did not reach 70% implementation:

Health Education
Employee Wellness
Physical Environment
Family Engagement
Community Engagement

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelD=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- Social Emotional Learning
- Physical Environment
- Family Engagement
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

1.) In 2021-22, using the CSH list, 5 of the 11 areas did not reach 70% implementation.

Health Education
Employee Wellness
Physical Environment
Family Engagement
Community Engagement

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Implementation of the areas that were impacted above are a reflection of restrictions due to COVID-19 protocol.

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

The following areas on the Staff Climate Survey were above the AISD district average:

Cultural Awareness and Action (Adult Focus)

Belonging

School Leadership

School Climate

Professional Learning

Feedback and Coaching

Staff Quality, Recruitment and Retention Weaknesses

The following areas on the Staff Climate Survey were below the AISD district average:

AISD Custom Content

District Support

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

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

Professional Learning - 78%

School Climate - 79%

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

Professional Learning and School Climate were our two lowest areas.

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

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

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

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

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

3.) What are your areas of growth?

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

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

Increase the rate of issues resolved on the first customer service outreach.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Based on the 21-22 GT CAMP and LPAC requirements, all areas were in compliance.

Teachers participated in professional learning to support the implementation of the Creative Learning Initiative (CLI).

Curriculum, Instruction and Assessment Weaknesses

Continue to support teachers with implementing strategies for our Gifted & Talented/Talent Explore and Emergent Bilingual Students.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJlIFMxuP6L7HY2A1lJB2glMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

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

Advanced Academics Reflection Questions:

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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

When creating class lists, we have a spreadsheet which identifies the subject areas in which a student is qualified. We ensure that students qualified in the same subject area/s are appropriately clustered by homeroom classes.

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

School wide newsletters are sent monthly to share information about school wide programming, including advanced learning opportunities and the identification process. Parent coffees are also held to explain the GATE program and processes. Teachers reach out throughout the year to families to share the individualized opportunities identified students have in their classroom.

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

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

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

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

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

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

We are intentional about having PD opportunities specific to addressing our students' linguistic needs. Teachers complete yearly mandatory trainings and we review sheltered instruction strategies, sentence stems, pre-teaching of vocabulary and visuals. We are strategic about which accommodations these students receive in order to set them up for success on common and formative assessments.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Students are supported in the classroom with linguistic accommodations that are monitored for effectiveness. Language rich classroom practices are embedded in all classrooms. A focus on hands-on learning opportunities and cooperative grouping school-wide benefits students needing linguistic support. STEAM experiences support vocabulary development.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

Teachers incorporate the English Language Proficiency Standards (ELPS) into instruction where students practice listening, speaking, reading, and writing skills on a daily basis. This focus and practice translates into success on the Texas English Language Proficiency Assessment System (TELPAS). TELPAS data is reviewed school-wide to determine

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

areas of growth as a campus.

4.) How does the campus welcome families and students that are new to the country?

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

Creative Learning Initiative (CLI)

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

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

Staff has been trained in CLI strategies and ongoing sharing of best practices occur at faculty meetings. Teachers incorporate CLI strategies into lesson plans. Administrators model the use of CLI strategies during professional development.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

CLI funds are spent with feedback from our CLI chair and campus leadership team to have experiences brought to our students via assemblies. Field trips are planned throughout the year and our CLI chair shares potential resources with teachers.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Our physical education teachers and fine arts teachers implement the required curriculum. Additional enrichment opportunities such as evening musical performances and a CATCH night serve as culminating activities for students.

Family and Community Involvement

Family and Community Involvement Strengths

According to the 2021-22 Coordinated School Health Survey, the Family Engagement percentage (67%) was higher than the percentage for Community Engagement (38%).

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

According to the 2021-22 Coordinated School Health Survey, Community Engagement was the lowest area.

Family and Community Involvement Summary

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

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

Community Engagement - 38%

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

Community Engagement is the lowest of the two CSH Areas.

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

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (#1, #2, #4, #5) (Target Group: All)	Administrators, CATCH Team, Counselor	By September 30 & Monthly		Criteria: Monthly meeting agendas and meeting minutes with list of attendees and clear next steps
2. Add Whole Child, Every Child to communication opportunities such as principal's eBlast, PTA meetings, newsletters, websites, and family nights. (#2, #4, #5) (Target Group: All)	Administrators, CATCH Team, Counselor	Monthly		Criteria: Information included in weekly bulletin, principal's eBlast to parents, counselor newsletters, flyers posted in classrooms and around school
3. Invite parents/families to Whole Child, Every Child Night and focus on all areas supporting Whole Child by providing activities/information. (#2, #4, #5, #6) (Target Group: All)	Administrators, CATCH Team, Counselor	February 2, 2023		Criteria: Principal eBlast; survey completed at end of night

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

Objective 2. (Social and Emotional School Climate) SMART Goal: Participate in the implementation of 3 Signature SEL Practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage campus community in yearlong No Place for Hate program to address students' needs for a sense of belonging, empowerment, connection, and identity safety. (#4, #5, #6) (Target Group: All)	SEL Committee	May 2023		Criteria: No Place for Hate Coalition meeting minutes; List of No Place for Hate activities completed
2. Implement positive office referrals (Buffalo Pride) to recognize student achievement and use of SEL skills based on student's talents, interests, and growth. (#2, #5) (Target Group: All)	Administrators, Teachers	Weekly		Criteria: Buffalo Pride award certificate; teacher documentation
3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (#4, #5) (Target Group: All)	Administrators, CATCH Team, Counselor	Monthly		Criteria: Newsletters, Bulletin Boards, Announcements, Phone Calls, Calendar, Emails, and the Marquee

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

Objective 3. (Community Engagement) SMART Goal: Maintain minimum required Campus Advisory Council membership of 6 parents, 6 professional staff, 1 classified staff, 1 community member, and 1 business member.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (#3, #6, #7) (Target Group: All)	Principal	Monthly		Criteria: Monthly meeting agendas and meeting minutes with list of attendees
2. Post Campus Advisory Council meeting schedule, agendas, and minutes on Baranoff Elementary School Website. http://www.baranoffschool.org/ (#3, #6, #7) (Target Group: All)	Principal, Website Manager	Monthly		Criteria: Campus Advisory Council information posted on Baranoff website http://www.baranoffschool.org/
3. Notify community of upcoming Campus Advisory Council meetings on Baranoff website and remind them of their opportunity to sign up to address the Campus Advisory Council with their ideas and/or concerns. (#3, #6, #7) (Target Group: All)	Principal, Website Manager	72 hours prior to meeting		Criteria: Campus Advisory Council information posted on Baranoff website http://www.baranoffschool.org/

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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 22-23, 100% of teachers will review results of Short Cycle Assessment data (3-5) or teacher made assessments/Map Growth (K-2), disaggregated by student groups and Student Expectations, within 48 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers analyze common assessment data in PLCs to ensure students are growing and identify interventions and enrichments accordingly. (#3, #6) (Target Group: All)	Administrators, Teachers	Weekly		Criteria: Common assessment data review forms
2. Teachers track progress of individual students (SEs/skills/TEKS) in order to identify students that would benefit from intervention and enrichment. (#2, #3, #6) (Target Group: All)	Administrators, Teachers	Weekly		Criteria: Student data binders
3. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (#1, #3, #6) (Target Group: All)	Administrators, Teachers	Weekly		Criteria: PLC calendar, meeting minutes

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 849 to 854 by December 21, 2022 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (#5) (Target Group: All)	Attendance Clerk, Principal	Monthly		Criteria: Enrollment reports
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (#5) (Target Group: All)	Attendance Clerk, Principal	Ongoing		Criteria: Enrollment reports
3. Conduct school tours/orientation for families new to the school or the community. (#5, #7) (Target Group: All)	Administrators, Librarian, Office Staff	Monthly		Criteria: Monthly tour schedule

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will receive meets or higher on all areas of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (#4,#5) (Target Group: All)	Administrators, Counselor, Teachers	Weekly		Criteria: Principal's eBlast; newsletters, staff weekly bulletins
2. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (#4, #5) (Target Group: All)	Administrators, Teachers	Ongoing		Criteria: Call logs, documentation in eCST
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All)	Administrators, Website Manager	Weekly		Criteria: http://www.baranoffschool.org/

BARANOFF EL Site Base

Name	Position
Cantu, Beth	Principal
Masterton, Yomaris	CAC Parent Member
Ford, Colette	CAC Parent Member
Hartley, Sonja	PTA President
Durodoye Jr., Raifu	CAC Parent Member
Taylor, Shelley	CAC Parent Member
Vacant, Vacant	CAC Business Member
Higgins, Kris	CAC Professional Member
Singhurst, Elizabeth	CAC Professional Member
Kenworthy, Micaela	CAC Professional Member
Overton, Andrea	CAC Special Education Professional Member
Kelm, Amy	CAC Classified Member
Bara, Erin	CAC Community Member

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				92
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	88				90
STAAR Performance Meets	66				68
STAAR Performance Masters	43				45
STAAR Performance Raw Score	66				68
STAAR Performance Scaled Score	92				92

Instructions:

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

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Baranoff**

Campus Number: **227901182**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	94				96
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	89				92
Academic Growth Scaled Score	94				96
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	8.8	8.8	8.8	8.8	8.8
Economically Disadvantaged % Grouping	8.1 to 9	8.1 to 9	8.1 to 9	8.1 to 9	8.1 to 9
Relative Performance Raw Score	66				68
Relative Performance Scaled Score	69				74
Relative Performance Grade	NR*	--	--	--	C

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	95				97
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	96				100
Grade	A	--	--	--	A

Closing the Gaps Components

Academic Achievement				Growth			
2022 Values:	13	out of	14	2022 Values:	10	out of	10
SCA 1:		out of	0	SCA 1:	0	out of	0
SCA 2:		out of	0	SCA 2:	0	out of	0
SCA 3:		out of	0	SCA 3:	0	out of	0
2023 Goals:	14	out of	14	2023 Goals:	10	out of	10

English Language Proficiency				Student Success			
2022 Values:	1	out of	1	2022 Values:	11	out of	11
SCA 1:	--	out of	1	SCA 1:	0	out of	0
SCA 2:	--	out of	1	SCA 2:	0	out of	0
SCA 3:	--	out of	1	SCA 3:	0	out of	0
2023 Goals:	1	out of	1	2023 Goals:	11	out of	11