Austin Independent School District

Baranoff Elementary

2025-2026 Campus Improvement Plan

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Mission Statement

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.

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

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

Value Statement

Trailblazers of the future!

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Goals

Goal 1

Austin ISD Stronger Together
By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 1

☑ **High Priority** ☑ **Dual Capacity/Caregiver Engagement Goal**

(CPM 2.1) Enhance community collaboration by developing strategies to implement the Dual Capacity Building Framework for Family-School Partnerships.

Evaluation Data Source: Plan4Learning

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

(TEC) Campuses will implement the required coordinated school health activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals. Optional Strategy 2: Throughout the 2025-2026 academic year, each campus will complete and implement 100% of the Healthier Generation Assessment tool by EOY. The Healthier Generation Assessment tool is used to inform the development and execution of coordinated school health activities.

Evaluation Data Source: Coordinated School Health Survey
Resources: https://drive.google.com/file/d/1VGjS7cB8AxChWm5DoMS-O1wc3vEHa6T5/view?usp=sharing

Performance Objective 3

☑ **High Priority**

(TEC) 100% of campuses will conduct discipline review meetings with Student Discipline Office and document strategies and methods for violence prevention. Campuses will implement, at minimum, one violence prevention strategy before the end of the 2025-2026 academic year.

Evaluation Data Source: Resources: Character Strong
Frontline SIS

Performance Objective 4

☑ **High Priority**

(CPM 1.1) The percentage of students experiencing chronic absenteeism will decrease from 7% during SY 24-25 to 6% by July 2026.

Evaluation Data Source: Frontline SIS

Performance Objective 5

☑ **High Priority**

(CPM 5.2) The campus will maintain the currently low number of discipline events with an increase of no more than 2% in discipline events from June 2025 to June 2026.

Evaluation Data Source: Frontline SIS.

Performance Objective 6

(CPM 3.2) The number of walkthroughs scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric will increase from XX% in June 2025 to XX% at June 2026.

Evaluation Data Source: Dual Language Data Collection Tool

Performance Objective 7

(CPM 3.3) The representation index between African American and Hispanic students identified as gifted and talented and the total African American and Hispanic student enrollment will increase from 0.64 in June 2025 to 0.70 by June 2026. (% of AA & H students identified GT / % of AA & H students on campus.)

Evaluation Data Source: Gifted and Talented Office

Performance Objective 8

(CPM 5.1)The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 2.66 in June 2025 to 3 by EOY.

Evaluation Data Source: SEL and CP&I implementation measurement tool

Goal 2

Early Learning
The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

(SC Goal 1) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 59% in June 2025 to 64% by June 2026.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values. Source data: 3rd Grade Reading STAAR Assessment

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

(SC Goal 2) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 56% in June 2024 to 61% by EOY.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values. Source data: 3rd Grade Math STAAR Assessment.

Performance Objective 3

(CPM 4.1)The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will remain at or increase from 95% (June 2025) by June 2026.

Evaluation Data Source: PPfT Appraisal System

Performance Objective 4

(GPM 5.1)The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 76.2% in June 2025 to 84.0% by June 2026.

Special Education Initiative

Goal 3

Austin ISD will ensure compliance with all requirements as identified in the TEA Agreed Order, including the Strategic Plan for Special Education (English, Spanish). All referenced documents are included in the Policies section.

Goal 4 Campus Specific Goals/Performance Objectives (Optional)

Performance Objective 1

Sustainability. Schools are invited and encouraged to incorporate sustainability into your Campus Improvement Plan this year. There are many simple actions to create a healthier learning and work environment, reduce your building's negative impact on the environment and community, encourage energy efficiency and resource conservation, and foster student problem based learning through sustainability. See the CIP Sustainability Recommendations in the resources to create your own goals and objectives.

Evaluation Data Source: Resources: https://docs.google.com/document/d/1_hjhZWoDj7Uh98U7iAwLdNu03YJLQGC3Z0SfekS6WOg/edit?tab=t.0

Addendums