# Austin Independent School District

# Baldwin Elementary

# 2025-2026 Campus Improvement Plan

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# Mission Statement

All students at Baldwin will set and achieve personalized goals because we support students as they become empowered problem solvers.

# Vision

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.

# Table of Contents


**Goals** 4

Goal 1 : Austin ISD Stronger Together By fostering a culture of high expectations and co... 5

Goal 2 : Early Learning The Early Learning District Initiative positions Austin ISD as a lea... 7

Goal 3 : Special Education Initiative Austin ISD will ensure compliance with all requireme... 8

**Addendums** 9

# 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.

**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 8% during SY 24-25 to 7% 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 0.79 in June 2025 to 0.8 by June 2026. (% of AA and Hispanic students identified GT / % of AA and Hispanic students on campus. Greater than or equal to 0.8 - minimum goal)

**Evaluation Data Source:** Gifted and Talented Office

## Performance Objective 8

(CPM 5.1)The average campus score on indicators 4 (score of 3), 8 (score 4), and 9 (score 2) (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 60% in June 2025 to 65% 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 from82.65% (Meets 36.73/Masters 45.92) in June 2025 to 87.65% 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 will increase from 85.71% (Meets 30.61%/Masters 55.1%) in June 2024 to 90.71% by EOY.

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

## Performance Objective 3

☑ **High Priority**

(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.

**Evaluation Data Source:** Elevation

## Performance Objective 4

(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 increase from 4.1 in June 2025 to 4.3 by June 2026.

**Evaluation Data Source:** PPfT Appraisal System

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.