

**Leander Independent School District**  
**Bagdad Elementary**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	9
Curriculum, Instruction, and Assessment .....	11
Family and Community Involvement .....	12
Technology .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17
Goal 1: College and Career Ready: Students exit our system college and career ready .....	17
Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success .....	20
Goal 3: Student Learning Behaviors: Students own their learning .....	23
Goal 4: Whole Student: Students are healthy, safe and engaged .....	24
System Safeguard Strategies .....	26
Title I .....	27
Schoolwide Program Plan .....	27
Ten Schoolwide Components .....	27
Title I Personnel .....	30
Addendums .....	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Multi-year STAAR data (2012-2014) shows that only 35% of special education students on average pass the 3rd grade STAAR reading test. The overall special education percent met standard on STAAR reading this year was 34% and only 14% of Special education students met standard on the writing test. Special education students made progress over last year, with 32% meeting progress on all subjects of STAAR compared to 17% last year.

ELL students scored higher than all students in 4th grade STAAR writing, but in science only 36% of ELL students met standard compared to 53% of all students.

Bagdad's Index 3 (closing performance gaps) score was a 33, which is higher than last year. The gap is greatest in science and writing.

White students scored lower than all students in writing, and scored 56% passing in science.

### Demographics Strengths

DRA/EDL:

- DRA distribution of scores shows that students who receive the supplemental reading program are moving to higher reading levels than they did in 13-14. This includes students who are economically disadvantaged.

STAAR DATA:

- The Gap between eco dis/non eco dis is narrowing in several areas (3rd grade reading, 4th grade math, 5th grade reading, science and math).
- In 3rd grade reading, 14% of the students taking STAAR in Spanish scored advanced, and the LEP passing percentage was the same as non-LEP.
- In 5th grade math, bilingual students had a higher raw score than all students (31 compared to 28).
- In writing and in science, eco dis and Hispanic students have higher percents meeting standard and advanced than in 2013-2014.
- 32% of special education students exceeded progress on all subjects (17% last year).

## Demographics Needs

### STAAR DATA:

- Special education- historical data from the past 3 years of students show that only 35% of Sped students pass the 3rd grade STAAR reading test.

### 14-15 STAAR:

- Sped students scored lower than all students in all subjects (30% compared to 63%), reading (3rd-29%, 4th-38%, 5th-36%); math (3rd-raw score 17, 4th- raw score 18); writing (14%); and science (40%).
- 14% of sped students passed the writing portion of STAAR compared to 55% for all students
- ELL students had the lowest percent of met/exceeded progress at 50% and 16% for all tests and 47% and 17% for reading STAAR.
- ELL students scored lower than all students in 4th reading, 5th reading and science.
- The most significant gaps are in 4th grade reading (22) and writing (19).
- Eco dis writing and science were both at 53%.
- White students scored lower than all students in writing, and scored 56% passing in science.
- Hispanic students scored 56% passing in science.

## Student Achievement

### Student Achievement Summary

Campus academic goals were set regarding increasing the number of students reading on grade level, increasing the percents passing on district benchmarks in math, STAAR tests in reading, math, writing and science, and increasing the advanced academic performance percentages on STAAR. An increase in students reading on grade level was significant at grades k, 1, and 5. Although not all students made it to "grade level" in their reading, students at grades k-2 in the Supplemental Reading Program made significant progress in ending the year on a higher level compared to where students ended in 13-14. STAAR reading results for grades 3 and 5 dropped, and in 4th grade remained the same. A Reading on Grade Level Task Force was created to study data and create an action plan.

In math, grades k-2 saw an increase in students scoring 70% or higher on the first district benchmark, but remained the same as last year on the second benchmark. Baseline data was taken for grades 3-5.

Science STAAR scores showed similar results to last year, with a slight decrease in overall students passing. Science was at 53% passing.

Writing STAAR was 53% passing, with special education students and white students with scores of 14% and 49% respectively.

In order to increase college and career readiness among our students, a goal was set for increasing the amount of students scoring advanced academic performance on STAAR, and scores increased in 3 out of 5 areas including 3rd and 4th grade reading and writing.

Teachers received additional training in Social Studies, and used Document Based Questions in their instruction.

### Student Achievement Strengths

Reading on grade level:

DRA

- Kinder 64% scored 4 or above (new standard) compared to 50% in 13-14
- 1st grade 72% compared to 60%
- 2nd grade 58% compared to 53%
- 5th grade 86% compared to 75%
- Distribution of scores shows significant increases compared to 13-14

## EDL

- 3rd grade increased from 15% to 23%
- 5th grade increased from 64% to 71%

## Math Benchmark:

- K-2 increases on students scoring 70% or higher on Benchmark 1 this year
- Kinder increased from 74% to 86%
- 1st grade increased from 72% to 94%
- 2nd grade increased from 36% to 63%

## STAAR:

- Students on free lunch enrolled at Bagdad since 1st grade are more likely to pass STAAR reading than students who come from another school/district.
- Hispanic students went from 58% passing writing last year to 67% this year, and 47% passing science 1st year to 56% this year.
- Eco dis students went from 54% passing all tests last year to 61% passing all tests this year.
- Eco dis students also improved on both writing and science.

## Student Achievement Needs

### Reading on grade level:

#### DRA

- 3rd grade decreased to 64%
- 4th grade remained the same (76%)

#### EDL

- Kinder 20% scored 4 or above (new standard) compared to 60% in 13-14
- 1st grade decreased from 64% to 50%
- 4th grade decreased from 50% to 47%

### Math Benchmark:

- Decreases in Benchmark 2 include

- Kinder from 85% to 84%
- 2nd grade from 62% to 42%

STAAR:

- Index 1 score is 63- only 3 above the target score of 60.
- Both writing and science were below 60% meeting standard (55% and 53% respectively), with Hispanic and white students scoring lowest in science.
- White students only had 49% passing in writing.
- Special education students had on 30% passing all subjects, and ELL had only 56%.
- Eco dis students scored 53% in both writing and science.



## School Culture and Climate

### School Culture and Climate Summary

Bagdad's culture and climate are a strength of the campus. The school culture has evolved in a positive way over the past several years. Student behavior has improved tremendously due to training and skills of teachers, and office referrals decreased to an all time low of 77 for the 14-15 school year (down from 200 the previous year, and 500+ 6 years ago). A pilot study of Restorative Justice was implemented with a team of 10 teachers and staff. Bagdad received an honorable mention from State Schools of Character and was recognized by the Texas Elementary Principals and Supervisors Association for having a positive impact in developing character traits among students.

Our district parent survey only had 28 respondents, so referring to our Title 1 parent survey (with 125 respondents) shows that 97% of parents feel that teachers show care and encouragement when working with students and pay attention to student interests, problems and success, and 96% of parents feel their child is safe at school. 100% of parents feel the school is parent friendly and 100% feel that school staff gives them a voice.

### School Culture and Climate Strengths

Student Discipline:

- 57% decrease in office referrals

Title 1 survey:

- 100% of parents agree/strongly agree their opinion matters
- 100% of parents agree/strongly agree that the school is parent friendly
- 98% of parents feel they receive clear information regarding their child's progress
- 97% of parents agree/strongly agree teachers show care and encouragement when working with students and pay attention to student interests, problems and success both in and out of school
- 97% of parents agree/strongly agree students are provided recognition for success
- 94% of parents feel they are well informed of activities at school

## School Culture and Climate Needs

District survey:

- Only 28 parents responded to the online district survey
- 30% of the parents who responded feel their child does not get enough support when struggling academically
- 30% of parents who responded feel that the campus does not provide opportunities to enrich their knowledge as a parent to best assist their child with academic and social-emotional needs.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Baseline data was gathered for Students Learning Behaviors 1 and 5- Learning Target and Student Engagement using the new SLB tool. Perceptual data was also gathered using a student and teacher survey, and a campus SLB capacity matrix. Students are indicating that they understand what they are learning and why, and they they are excited to participate and interact with others. Teachers rated these areas much lower. The SLB tool indicated student discourse as an area for growth.

### **Curriculum, Instruction, and Assessment Strengths**

Student Learning Behavior Data:

- Students are participating in a learning experience that develops understanding of the learning- 1.63/2.00
- Students engage in meaningful learning experiences that are interesting, relevant and connected to the learner-1.50/2.00

### **Curriculum, Instruction, and Assessment Needs**

Student Learning Behavior Data:

- Students can articulate the learning target- 1.39/2.00
- Students engage in discourse with others focused on ideas, thinking, reasoning, strategies and or learning- 1.29/2.00

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Bagdad holds many events for parent involvement. Parents are invited to orientation nights, curriculum nights, Dual Language nights, and Fine Arts shows and events. Bagdad parents serve on our high functioning PTA, and our PTA membership has increased. Bagdad offered a "Bring your dad to school day" that approximately 150 dads attended. Although we have a WATCH D.O.G.S. group on campus, participation is low and we would love to have more dads serve. We would also love to increase the amount of parents who are able to volunteer for special events and in the classroom, and would love to have greater turn out for academic family events.

100% of parents agree that Bagdad is parent friendly and that Bagdad staff considers their opinions (Title 1 survey).

Bagdad teachers serve as sponsors for our free after school enrichment program. Students are able to stay after school to attend chess club, dance, Spanish, and Key Club to name a few. Our Key Club accepted and donated items to the local Humane Society.

Bagdad is thankful to have several community partners who help by mentoring students, reading with students, tutoring students, providing food for families, and sponsoring clubs such as Robotics.

### **Family and Community Involvement Strengths**

- PTA membership increase
- Community volunteers providing tutoring, robotics
- Leander and Rouse High School students have volunteered in many ways at Bagdad
- Bagdad teachers hold enrichment classes/clubs for students

Title 1 survey:

- 100% of parents agree/strongly agree that Bagdad is parent friendly
- 100% of parents agree/strongly agree that staff considers their opinions when it comes to decisions concerning their child

## **Family and Community Involvement Needs**

- Parents continue to need assistance with various needs including how to help their child at home
- Parent survey indicated there was a need for parent meetings on homework assistance
- Additional community volunteers needed to help with enrichment

# Technology

## Technology Summary

All Bagdad teachers and staff participated in district technology training- Educate Ignite! Approximately 10 teachers previously attended Educate Academy, with many attending due to a grant received by 3M. Bagdad teachers increased their assignment of projects that used technology as an option/tool. Students continue to bring their own devices to use in instruction.

Bagdad's digital learning rating on the HB 5 measures went from acceptable to recognized.

## Technology Strengths

Teacher self-assessed strengths on the StAR chart:

- Content area tech connections
- Professional development
- Communication and collaboration

## Technology Needs

Teacher self-assessed areas that were lowest on StAR chart:

- Student mastery of technology applications
- Patterns of classroom use
- Online learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher STaR Chart Technology Data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Action research results




# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** Increase the postsecondary readiness standard to 20% for all students all subjects. (current 16%).

**Summative Evaluation:** STAAR 2016 Accountability Report, Index 4


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Using PLC process, teachers will analyze data and provide opportunities for challenge both inside and outside the classroom.	8	Principal	2016 STAAR Accountability			
	Funding Sources: 199 - General Funds					
2) Provide after school enrichment opportunities to students free of charge such as chess, robotics, Destination Imagination, and health/nutrition.		Principal	2016 STAAR Accountability			
	Funding Sources: 199 - General Funds					
3) Continued implementation of 7 Habits of Happy Kids by integrating the habits into instruction, announcements, assemblies and counselor lessons. A group of 4 teachers will attend the Austin Symposium.	1, 3, 4	Principal	Student vocabulary, student problem solving skills			
	Funding Sources: 80-199 State Compensatory Education - \$1992.00					
4) Use AVID strategies such as student planners with students in grades 3-5 to increase student proficiency in attributes found on the LISD Graduate Profile.		Classroom Teachers Grades 3-5	Information written in planners, completion of classwork and homework			
5) Provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	1, 4	Principal, IC	Faculty Meeting Agendas/Walk throughs/Observations			
						

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** At least 53% of students reading below level in grades k-5 make more than a year of growth in reading as measured by DRA/EDL.(current 43%)

**Summative Evaluation:** 2016 EOY DRA/EDL distribution of scores


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Provide professional development for all instructional staff on Power Teaching, Every Child Every Day and the Literacy Continuum.</p>	2, 3, 4	Principal	Walk-throughs/observations/DRA/EDL EOY results			
Funding Sources: 199 - General Funds						
<p><b>System Safeguard Strategies</b></p> <p>2) Using PLC process, teachers will analyze data including DRA/EDL/TPRI/Tejas LEE, Quintile Levels to determine specific needs to address during guided reading instruction in the classroom, in resource and in SRP.</p>	8	Principal, Instructional Coaches, Academic Leadership Team	2016 EOY DRA/EDL Results			
Funding Sources: 199 - General Funds						
<p><b>System Safeguard Strategies</b></p> <p>3) Review and analyze proposed campus-wide reading improvement strategies, implement and review data to determine effectiveness.</p>	1, 9, 10	Campus Literacy Task Force	Walk-throughs/observations/DRA/EDL EOY results			
Funding Sources: 199 - General Funds						
<p><b>System Safeguard Strategies</b></p> <p>4) Develop comprehensive teacher evaluation plan around literacy (observations, portfolios).</p>	1, 2	Principal, Instructional Coaches, AP	Teacher Portfolios/observations			
Funding Sources: 199 - General Funds						
<p>5) Additional reading specialist (SRP) to provide intervention to below level readers in an inclusion setting and collaborating with classroom teachers.</p>	1, 3, 5, 8, 9	Principal, District Reading Improvement Coordinator	2016 EOY DRA Results			
<p><b>System Safeguard Strategies</b></p> <p>6) Utilize campus GAP Committee to provide support to individual needs of students/families in focus group.</p>	1, 6, 9	Principal	Increased amount of reading at home, 2016 EOY DRA Results			
Funding Sources: 199 - General Funds						
<p><b>System Safeguard Strategies</b></p> <p>7) Implement system for students to increase reading outside the classroom to include bus buddies, homework help, Literacy partners, tutoring.</p>	1	Principal	2016 EOY DRA/EDL Results			
Funding Sources: 211 Title I - \$4000.00, 80-199 State Compensatory Education - \$1500.00						
<p><b>System Safeguard Strategies</b></p> <p>8) Provide parents with information on Every Child, Every Day and their role in developing math and literacy.</p>	6	Principal	Increase in at home reading/DRA/EDL results			
Funding Sources: 199 - General Funds, 211 - Title I - \$1016.00						

<b>System Safeguard Strategies</b> 9) Utilize LLI for students who need accelerated instruction in grades 3-5.	1	Campus Intervention Specialists, Special Education Teachers	DRA Results, Benchmarks, Formative Assessments, 2016 STAAR Results			
	Funding Sources: 211 - Title I - \$10395.00					
<b>System Safeguard Strategies</b> 10) Instructional assistants to provide intervention to below level readers in grades k-1.	1, 5, 9	Principal	2016 EOY DRA Results			
	Funding Sources: 211 - Title I - \$8036.00					
<b>System Safeguard Strategies</b> 11) Provide parents with information and resources for at-home reading and math activities, strategies and websites during evening events.	1, 6	Principal, IC	Attendance Rosters			
						

## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Increase the percent of kindergarten through 5th grade students scoring 70% or higher on each semester benchmark in math by 10% each year. ( 14-15: DB 1 Kinder:87%, 1st: 95%, 2nd: 64%, 3rd:65%, 4th: 30%, 5th: 39% DB 2 kinder:84%, 1st: 86%, 2nd: 43%, 3rd: 27%, 4th: 29%, 5th:40%)


### Summative Evaluation: Benchmark 2016 results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Provide Professional Development to all new staff on Bridges.	3, 4	Principal	Lesson Plans/Walk-throughs/Observations			
Funding Sources: 199 - General Funds						
<b>System Safeguard Strategies</b> 2) Provide after school tutoring and other outside the classroom intervention to struggling students.	1, 9	Principal	2016 Benchmark/STAAR results			
Funding Sources: 199 - General Funds						
<b>System Safeguard Strategies</b> 3) Intake students/families identified by GAP team and create action plans for their success.	1, 6, 10	Campus GAP team	Intake forms and action plans			
Funding Sources: 199 - General Funds						
<b>System Safeguard Strategies</b> 4) Provide ongoing support and Professional Development for all staff as they implement Bridges in year 2.	3, 4	Principal, IC	Benchmark results			
Funding Sources: 199 - General Funds						
						

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 2:** Increase the percent passing of Hispanic and economically disadvantaged students in reading, writing, and science by 10% or more on STAAR.  
 (Current-Reading: H- 69% ED 65%, Writing:H-67% ED-53% ; Science:H-56% ED 53% )

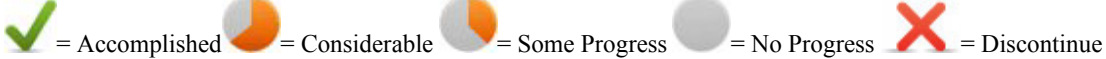
**Summative Evaluation:** STAAR 2016 Accountability Report, Index 3

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Intake students/families identified by GAP team and create action plans for their success.	1, 6, 10	Campus GAP team	Intake forms and action plans			
Funding Sources: 199 - General Funds						
<b>System Safeguard Strategies</b> 2) Utilize PLC process for analyzing assessment data, Quintile Levels and providing intervention.	1, 8	Principal, Instructional Coach	STAAR 2016 Accountability Report, Index 3			
Funding Sources: 199 - General Funds						
						

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 3:** Increase the percent of Special Education students passing STAAR reading by 10% or more. (current 34%)


**Summative Evaluation:** STAAR 2016 Accountability Report, Index 3

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Utilize PLC process for analyzing data and providing intervention.	1, 8	Principal	2016 STAAR reading results			
Funding Sources: 199 - General Funds						
<b>System Safeguard Strategies</b> 2) Ensure students and teachers have tools necessary to consistently use specific accommodations and that students are indeed using them.	1, 9	Special Education Team Leader	Walk throughs/observations			
Funding Sources: 199 - General Funds						
<b>System Safeguard Strategies</b> 3) Utilize LLI for students with learning disabilities.	1, 8	Special Education	2016 EOY DRA results			
Funding Sources: 199 - General Funds						
						

**Goal 3: Student Learning Behaviors: Students own their learning**

**Performance Objective 1:** Increase to 1.5 or higher: students can articulate the learning target and students engage in discourse with others focused on ideas, thinking, reasoning, strategies and or learning as observed during classroom learning walks.

**Summative Evaluation:** District SLB data collection tool


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continued focus on the 7 Student Learning Behaviors to promote student ownership of learning.	4	Principal	District SLB data collection tool			
	Funding Sources: 199 - General Funds					
2) Analysis of learning walk data, creation of action plans	4	Principal	District SLB data collection tool			
	Funding Sources: 199 - General Funds					
						

## Goal 4: Whole Student: Students are healthy, safe and engaged

**Performance Objective 1:** Increase use of Restorative Justice practices by 10% as measured by teacher/staff survey given BOY and EOY to further decrease office referrals.

(71 referrals in 14-15)


**Summative Evaluation:** 2015-2016 Office Referral Data, Restorative Justice survey

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide Professional Development for all teachers/staff in Restorative Practices.	2, 3, 4	Principal, AP	Circles evident during walk-throughs, decreased office referrals			
Funding Sources: 199 - General Funds						
2) Pilot group participate in year 2 of Region 13 Restorative Practices training.	2, 3, 4	AP	Certificates of completion			
Funding Sources: 199 - General Funds						
3) Provide parents with resources and wrap-around services during events such as health fair.	6, 10	Principal	Attendance at events			
Funding Sources: 199 - General Funds						
4) Collaborate with Parents as Teachers director to increase the amount of families participating in the program using strategies such as placing the program on our campus.	7	Principal	Enrollment in program			
Funding Sources: 199 - General Funds						
						



**Goal 4: Whole Student:** Students are healthy, safe and engaged

**Performance Objective 2:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed		PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
	Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class		PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
	Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)		Campus CATCH Team	Evaluation of Campus CATCH Plan			
	Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.		PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
	Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan		Principal	Campus Class Schedule			
	Funding Sources: 199 - General Funds					
						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Provide professional development for all instructional staff on Power Teaching, Every Child Every Day and the Literacy Continuum.
1	2	2	Using PLC process, teachers will analyze data including DRA/EDL/TPRI/Tejas LEE, Quintile Levels to determine specific needs to address during guided reading instruction in the classroom, in resource and in SRP.
1	2	3	Review and analyze proposed campus-wide reading improvement strategies, implement and review data to determine effectiveness.
1	2	4	Develop comprehensive teacher evaluation plan around literacy (observations, portfolios).
1	2	6	Utilize campus GAP Committee to provide support to individual needs of students/families in focus group.
1	2	7	Implement system for students to increase reading outside the classroom to include bus buddies, homework help, Literacy partners, tutoring.
1	2	8	Provide parents with information on Every Child, Every Day and their role in developing math and literacy.
1	2	9	Utilize LLI for students who need accelerated instruction in grades 3-5.
1	2	10	Instructional assistants to provide intervention to below level readers in grades k-1.
1	2	11	Provide parents with information and resources for at-home reading and math activities, strategies and websites during evening events.
2	1	1	Provide Professional Development to all new staff on Bridges.
2	1	2	Provide after school tutoring and other outside the classroom intervention to struggling students.
2	1	3	Intake students/families identified by GAP team and create action plans for their success.
2	1	4	Provide ongoing support and Professional Development for all staff as they implement Bridges in year 2.
2	2	1	Intake students/families identified by GAP team and create action plans for their success.
2	2	2	Utilize PLC process for analyzing assessment data, Quintile Levels and providing intervention.
2	3	1	Utilize PLC process for analyzing data and providing intervention.
2	3	2	Ensure students and teachers have tools necessary to consistently use specific accommodations and that students are indeed using them.
2	3	3	Utilize LLI for students with learning disabilities.

# Title I

## Schoolwide Program Plan

Teachers will attend Professional Development in Power Teaching for improving literacy instruction. Additional support personnel will be hired to work with small groups of students who qualify for literacy support. Teachers will provide after school tutoring in reading. Parents will be provided with materials and supplies to help their children with math and reading at home. Teachers will attend The Leader in Me symposium in Austin to further our campus knowledge of teaching students soft skills for college and career readiness.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Refer to the Comprehensive Needs Assessment.

### 2: Schoolwide Reform Strategies

Research-based Literacy strategies, 7 Habits of Happy Kids, Focus on 7 Student Learning Behaviors

### 3: Instruction by highly qualified professional teachers

Verification of teacher qualification is conducted by Leander ISD's Human Resources office. Annually campus administrators verify, in the form of an attestation letter, that all staff are highly qualified. Bagdad's attestation letter is slated to be complete in the fall of 2015, once all staff has been assigned. Additionally, parents are informed that they have the right to request information regarding teacher qualifications.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Leander ISD has a multi-faceted approach to professional development. Principals are provided on-going and timely professional development which they, in turn, provide for their campus staff. Instructional coaches are also provided ongoing professional development and in turn provide support to the campus administrators to provide training to the staff. At Bagdad, the entire faculty will be trained this year in Power Teaching which provides teachers with research-based strategies for literacy instruction.

## **5: Strategies to attract highly qualified teachers**

Our Human Resources Department will

- Attend educator career fairs at area universities looking for high-quality candidates.
- Participate in the CTCEP (Central Texas Council for Educator Preparation, offshoot of E3 Alliance).
- Sit on educator panels at UT, Texas State, Southwestern, and Concordia.
- Verify certification and HQ status of every teacher/IA prior to hire.
- Examine hiring data and trends to identify/target educator programs that produce top-notch, diverse, highly qualified candidates.

## **6: Strategies to increase parental involvement**

We will review annual end of year surveys to determine specific parent needs. Using the input from the surveys, we will guide the development of the CIP and CNA. We will establish a welcoming environment in our new school where parents and students feel safe in a culture that is child-centered. We will provide various opportunities (dates/times) for parents to participate in with our staff in a language and format that is understandable. We will facilitate district and campus meetings where parents are encouraged to provide input and learn strategies and tap into resources to support their child's learning.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Leander ISD offers a variety of support to families including Pre-Kindergarten and Parents as Teachers. Both of these programs provide instruction and resources to ensure that students and families are equipped to transition into kindergarten successfully.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Our teachers will have regularly scheduled assessment data analysis and review in PLCs, with guidance from our campus instructional coach, campus RTI Coordinator, and campus administrators.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

We will use our PLC meetings to effectively design instruction, which includes planning for intervention and challenge. We will also use RTI 2 and RTI 3 teams to review student needs based on the data. We will also use our teachers, teams, and support staff to plan for and modify intervention strategies and support. All staff will implement research validated interventions with fidelity. Intervention specialists will implement Marilyn Burns' Do the Math and Fountas and Pinnell's Leveled Literacy Intervention for students identified as most at-risk of not passing the state assessment, STAAR.

## **10: Coordination and integration of federal, state and local services and programs**

Bagdad Elementary campus administrators will work to coordinate and integrate federal, state, and local services by collaboratively ensuring that programs and processes are adhered to that result in an optimal benefit for students. Further more, Bagdad staff will embrace the district's Closing the Achievement Gap by mindfully planning services and programs including, but not limited to, wrap-around services.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn Minton	Intervention Specialist	Title I	1
Ruth-Ann Johnson	Intervention Specialist	Title I	1

# Addendums

**109 BAGDAD ELEMENTARY**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
**Principal: CATHLEEN WHITE**

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
56	11.9	9	3	1

Grade	Total	%
EE	3	0.5%
PK	25	4.5%
KG	92	16.5%
01	84	15.1%
02	84	15.1%
03	75	13.4%
04	100	17.9%
05	95	17.0%
<b>Campus Total</b>	<b>558</b>	

Economically Disadvantaged		
N	234	41.9%
Y	324	58.1%

Students with Disabilities		
N	484	86.7%
Y	74	13.3%

At Risk Students		
N	203	36.4%
Y	355	63.6%

Ethnicity		
ASIAN	6	1.1%
BLACK	24	4.3%
HISPANIC/LATINO	292	52.3%
AMERICAN INDIAN	1	0.2%
TWO OR MORE RACES (MULTI)	27	4.8%
HAWAIIAN OR PACIFIC ISLANDER	1	0.2%
WHITE	207	37.1%

Gender		
FEMALE	270	48.4%
MALE	288	51.6%

Gifted and Talented		
N	492	88.2%
Y	66	11.8%

English Language Learners		
N	398	71.3%
Y	160	28.7%

Students in Bilingual Program		
N	411	73.7%
Y	147	26.3%

Students in ESL program		
N	544	97.5%
Y	14	2.5%



BAG (109)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Student ownership of learning	Increase the percent of teachers responding higher on the capacity matrix by 10% in the area of identifying, analyzing and sharing bright spots that demonstrate the implementation of the SLBs. (70% of teachers responded "I am making progress" or "I can teach others" at BOY)	The capacity matrix will be given again at the beginning of the 2015-16 school year so that teachers can reassess.	Teachers will reassess each area on the capacity matrix. Teachers have signed up to share their portfolios with each other during faculty meeting.
Eliminating the Achievement Gap	Plan for intervention / challenge	Increase the percent of kindergarten through 5th grade students reading on grade level by 10% each year as measured by DRA2/EDL2. (13-14: Kinder: 92, 1st:60, 2nd: 53, 3rd: 69, 4th: 76, 5th: 75)	Goal not met. Goal met in grades K, 1, 2 and 5 (increase of 10% or higher in DRA, and grades 3 and 5 in EDLs) Goal not met in grades 3 and DRA and k,1,2,4 EDL).	Teachers received PD in literacy, reading on grade level task force will create action plan.
	Learner engagement	Increase the percent of kindergarten through 5th grade students scoring 70%-90% on each semester benchmark in math by 10% each year.(Baseline data gathered for 3rd-5th in 14-15) ( 13-14: DB 1 Kinder: 74, 1st: 72, 2nd: 36, 3rd: 23, 4th: 27, 5th: 47 DB 2 kinder: 85, 1st: 83, 2nd: 62, 3rd: 24, 4th: 32, 5th: 45 )	Goal not met. Goal met in Grades k-4. Grades k-4 saw significant increases in DB 1. Grades 1 and 3 increased on DB 2. Baseline data was gathered for grades 3-5.	Set goal for grades 3-5. Continue with PD on Bridges.
	Learner engagement  Plan for intervention / challenge	Increase the percent passing of all students and all student groups in reading, writing and science in grades 3,4 and 5 by 10% and 5% in math on STAAR. (Reading: 3rd-66, 4th-63, 5th-82; Writing: 54; Science: 56; Math: 3rd-43, 4th-61, 5th-74)	Goal not met. 3rd and 5th grade reading percent passing dropped. 4th reading and writing stayed the same. Science dropped from 56% to 52%.	Campus GAP Committee will follow action plan. Campus task force on literacy will continue with creation of plan, and follow up to summer PD on literacy. New staff will need PD on Bridges and Science modules.

BAG (109)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>College and Career Readiness</b>	Bloom's taxonomy	Increase the percent of students achieving advanced academic performance status on all portions of STAAR by 2% in reading, writing, and science and math each year. (Reading: 3rd-8, 4th-7, 5th-18; Writing: 1, Science: 5, Math: 3rd-4, 4th-11, 5th-6)	Goal not met. Goal met in 3rd and 4th reading (3rd from 8 to 11% English, 4th from 0% to 8% English, 5th from 0% to 23% Spanish and writing (from 0% to 8%). Science remained at 8% for both years (0% Spanish)and 5th reading decreased (17% to 13% English.	PD on rigor to continue with Leadership Team and with all teachers. Revisit implementation of PACE language arts.
<b>Focus on Whole Student</b>	Supportive learning environment	Decrease office referrals by 7% through the Restorative Justice techniques learned by teachers and staff participating in the pilot. (203 referrals in 13-14)	Goal was met. A 57% decrease in office referrals was made.	With approximately 15 new staff members, training will occur to sustain this. Teachers will work with mentors and AP to develop skills and learn techniques.