

**Campus Improvement Plan
2017-2018
Lucille J. Bradley Elementary School
Rating: N/A**

Goal 1: Student Achievement and Post-Secondary Success

Lucille J. Bradley Elementary School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Master Rigorous Academic Standards

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
STUDENT ACHIEVEMENT OBJECTIVES	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017: NA Goal for 2017-2018 87% Approaching Grade Level Standards 60% Meeting Grade Level Standards 38% Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, and Math
STUDENT PROGRESS OBJECTIVES	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017: NA Goal for 2017-2018 60% of students will meet Expected or Accelerated Growth measures. 20% of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. District Safeguard (DSG) • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group,

	<p>flexible small groups, and with individual students</p> <ul style="list-style-type: none"> • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices. • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) • Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.
CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: NA Goal for 2017-2018: 84% will score Approaching Grade Level Standards 23% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: NA Goal for 2017-2018: 83% will score Approaching Grade Level Standards 28% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: NA Goal for 2017-2018: 83% will score Approaching Grade Level Standards 29% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide on-going support and training for teachers with evidence based instructional strategies,

	<p>universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. (DSG)</p> <ul style="list-style-type: none"> • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide mentors to targeted at-risk students. • Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students. • Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations.
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: N/A Goal for 2017-2018: 80% will score Approaching Grade Level Standards 24% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: N/A Goal for 2017-2018: 76% will score Approaching Grade Level Standards 32% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: N/A Goal for 2017-2018: 75% will score Approaching Grade Level Standards 33% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: Understanding/Analysis of Literary Texts Reading Performance Safeguard Target, if applicable: ELLs, Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus on quality practices to grow readers and writers and assist in deepening teacher understanding of text. • The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on the BAS, DRA and other District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction.
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: N/A Goal for 2017-2018: 80% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p>

	<p>Racial/Ethnic group: African American Performance in 2016-2017: NA Goal for 2017-2018: 75% will score Approaching Grade Level Standards 12% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: NA Goal for 2017-2018: 75% will score Approaching Grade Level Standards 13% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: Composition Writing Performance Safeguard Target: ELLs, Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> • Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus on the use of the Writing Workshop format to support writing in all genres. • Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences and other research based best practices.
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: N/A Goal for 2017-2018: 86% will score Approaching Grade Level Standards 21% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: N/A Goal for 2017-2018: 89% will score Approaching Grade Level Standards 24% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: NA Goal for 2017-2018: 89% will score Approaching Grade Level Standards 24% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: Grade 3 Computations and Algebraic Relationships; Grade 4 Geometry and Measurement Math Performance Safeguard Target: ELLs, Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12.
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 80% of all students and student groups taking the District Benchmarks in Social Studies will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training.
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 80% of all students and student groups taking the District Benchmarks in Science will meet District</p>

	performance standards.
Focus Strategies	<ul style="list-style-type: none"> Professional learning opportunities on Science Interactive Word Walls to science teachers by Dr. Julie Jackson, professor at Texas State University. The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during the Science Leadership Teams meetings.
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 95% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time. Provide students with relevant information that encourages healthy nutrition choices. Assess student's Health-Related fitness using the FitnessGram assessment, twice per year. Ensure that the teacher-student ratio does not exceed 45:1.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	<p>POST-SECONDARY READINESS Attendance rate will be 96% in 2017-18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): n/a</p>
Focus Strategies	<ul style="list-style-type: none"> Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) Utilize an active monitoring system to track attendance, discipline, and academic progress of all student with a heightened awareness of struggling students. (DSG) Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) Provide intensive, systematic tutoring for identified at-risk students during the day and after school. Review, revise, and implement daily attendance procedures to meet at least 95% average attendance. Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. Promote students as "Future CISD High School Students" through activities within feeder and district, including: football games, pep rallies, student visits, parades, "Education: Go Get It!" Week etc.
Financial Resources	Campus budget, SCE, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April

Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR
Project Manager(s):	Principal, Assistant Principals

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF
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Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principals

Goal 3 PARENTS AND COMMUNITY

Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	<ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. • Provide opportunities at school for parents to participate in academic and social events with students. • Hold weekly team meetings to ensure teacher collaboration within each department/grade.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4 SAFE SCHOOLS

Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and

	<p>wear visitor badges in the school.</p> <ul style="list-style-type: none"> Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principals

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> Provide hands-on training in use of new technology hardware and software. Provide staff development on integration of technology across the curriculum. Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. Build teacher capacity to fully implement technology in instruction.
Financial Resources	Campus budget, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STAR Report
Project Manager(s):	Principal, Assistant Principals, Technology Team Representatives

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Post-Secondary Readiness, Focus Strategy 4	Academic Tutorials	7,690	.14
Post-Secondary Readiness, Focus Strategy 4	Instructional Materials for At-Risk Students	1,424	.00
Technology, Focus Strategy 3	Technology for At-Risk Students	175	.00
	TOTAL SCE	9,290	.00

**Resources Allocated for Title III
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Post-Secondary Readiness, Focus Strategy 4	Extra Duty Tutorials	1,500	.03
Technology, Focus Strategy 3	Technology	500	.00
Post-Secondary Readiness, Focus Strategy 3	Books	500	.00
Post-Secondary Readiness, Focus Strategy 4	Instructional Materials	500	.00
	TOTAL Title III LEP	3,000	.03