

Conroe Independent School District
Bradley Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Below is a summary of student achievement at Bradley Elementary for the 2022-2023 school year:

- 49% of first graders and 56% of kindergarteners ended the school year "on target" on the early math assessments.
- First grade early reading indicator scores did not grow from end-of-year kindergarten to end-of-year first grade (average was 1.65).
- Projected 2023 STAAR passing rates decreased from end-of-year 3rd grade to end-of-year 4th grade (same student group).
- STAAR math scores trend lower than reading scores across most student groups.
- Across multiple grade levels and assessments, our African American student scores trended lower than other student groups.
- Our at-risk students performed lower on STAAR assessments than any other sub-population.
- 65% of Emergent Bilingual (EB) students are projected to pass 4th grade reading STAAR.
- 67% of EB students are projected to pass 3rd grade math STAAR and 69% are projected to pass 4th grade STAAR.
- 57% of EB students in Pre-K are on track in the area of rapid vocabulary (end-of-year Circle assessment).
- 25% of Kindergarteners, 31% of first graders, and 33% of second graders receiving special education services ended the year on target based on the early math assessment.
- Students in Special Education had consistently lower scores on mClass composite testing and STAAR Assessments.

K-2 Early Reading Indicator (mClass Composite)		
Kindergarten	2023	2022
School	1.62	1.65
Eco-Dis	1.54	1.52
SPED	1.24	1.52
Asian	1.83	1.83
Multiple Races	1.62	1.62
African American	1.62	1.5
Hispanic	1.58	1.69
White	1.62	1.67
EB	1.53	1.81
1st Grade	2023	2022
School	1.65	1.61

K-2 Early Reading Indicator (mClass Composite)		
Eco-Dis	1.59	1.47
SPED	1.48	1.32
Asian	2	1.5
Multiple Races	1.54	1.75
African American	1.56	1.61
Hispanic	1.72	1.58
White	1.61	1.64
EB	1.76	1.56
2nd Grade	2023	2022
School	1.66	1.67
Eco-Dis	1.57	1.55
SPED	1.28	1.55
Asian	1.6	1.88
Multiple Races	1.44	1.85
African American	1.66	1.55
Hispanic	1.68	1.6
White	1.69	1.67
EB	1.73	1.63
3rd Grade	2023	2022
School	1.63	1.58
Eco-Dis	1.49	1.54
SPED	1.43	1.42
Asian	1.87	1.91
Multiple Races	1.61	1.33
African American	1.58	1.44
Hispanic	1.54	1.56
White	1.67	1.64
EB	1.6	1.56

PreK Circle Assessments (Phonological Awareness) Wave 3 - EOY 2023	
All Students	84% On Track
Eco-Dis	79% On Track
EB	86% On Track
SPED	50% On Track
African American	90% On Track
Hispanic	80% On Track
White	75% On Track
Asian	83% On Track
Multiple Races	100% On Track

PreK Circle Assessments (Math) Wave 3 - EOY 2023	
All Students	96% On Track
Eco-Dis	94% On Track
EB	95% On Track
SPED	100% On Track
African American	100% On Track
Hispanic	96% On Track
White	100% On Track
Asian	83% On Track
Multiple Races	100% On Track

PreK Circle Assessments (Numbers) Wave 3 - EOY 2023	
All Students	84% Proficient
Eco-Dis	76% Proficient
EB	90% Proficient
SPED	100% Proficient
African American	70% Proficient
Hispanic	92% Proficient
White	75% Proficient
Asian	67% Proficient
Multiple Races	100% Proficient

K-2 Early Math Assessment - EOY 2023			
	Kindergarten	1st Grade	2nd Grade
All Students	95/169 On Target	99/204 On Target	127/187 On Target
	56% On Target	49% On Target	68% On Target
Eco-Dis	45% On Target	32% On Target	56% On Target
EB	59% On Target	55% On Target	64% On Target
SPED	25% On Target	31% On Target	33% On Target
African American	50% On Target	29% On Target	63% On Target
Hispanic	58% On Target	43% On Target	66% On Target
White	57% On Target	57% On Target	74% On Target
Asian	83% On Target	64% On Target	44% On Target
Multiple Races	46% On Target	62% On Target	57% On Target

2023 3rd Reading STAAR		Currently Predicted to Meet			2023 3rd Math STAAR		Currently Predicted Not to Meet/ Zone of Uncertainty:		
	At-Risk	76 / 199 total (50 / 76 At-Risk) 66%				At-Risk	76 / 199 total (46 / 76 At-Risk) 61%		39% At-Risk Predicted to Pass
	Eco-Dis	78 / 199 total (59 / 78 Eco-Dis) 76%				Eco-Dis	78 / 199 total (40 / 78 Eco-Dis) 51%		48% Eco-Dis Predicted to Pass
	SPED	36 / 199 total (18 / 36) 50%				SPED	36 / 199 total (18 / 36 SPED) 50%		50% SPED Predicted to Pass
	EB	15 / 199 total (13 / 15) 87%				EB	15 / 199 total (5 / 15 EB) 33%		67% EB Predicted to Pass
	Asian	14 / 199 total (13 / 14) 93%				Asian	All projected to pass (14)		100% Asian Predicted to Pass
	Multiple Race	18 / 199 total (16 / 18 Multiple Race) 87%				Multiple Race	18 / 199 total (7 / 18 multiple)		61% Multiple Race Predicted to Pass
	African American	35 / 199 total (25 / 35 African American) 71%				African American	35 / 199 total (20 / 35 African American)		43% African American Predicted to Pass
	Hispanic	57 / 199 total (48 / 57 Hispanic) 84%				Hispanic	57 / 199 total (30 / 57 Hispanic)		47% Hispanic Predicted to Pass
	White	73 / 199 total (64 / 73 White) 88%				White	73 / 199 total (16 / 73 White)		78% White Predicted to Pass

2023 4th Reading STAAR		Currently Predicted to Meet			2023 4th Math STAAR		Currently Predicted Not to Meet/ Zone of Uncertainty:	
	At-Risk	54 / 186 total (22 / 54 At- Risk) 41%				At-Risk	55 / 186 total (35 / 55 At-Risk) 64%	36% At-Risk Predicted to Pass
	Eco-Dis	73 / 186 total (50 / 73 Eco-Dis) 68%				Eco-Dis	74 / 186 total (32 / 74 Eco-Dis) 43%	57% Eco-Dis Predicted to Pass
	SPED	30 / 186 total (13 / 30 SPED) 43%				SPED	31 / 186 total (16 / 31 SPED)	48% SPED Predicted to Pass
	EB	17 / 186 total (11 / 17 EB 1) 65%				EB	16 / 186 total (5 / 16 EB)	69% EB Predicted to Pass
	Asian	8 / 186 total (7 / 8 Asian) 88%				Asian	8 / 186 total (1 / 8 Asian)	88% Asian Predicted to Pass
	Multiple Race	3 / 186 total (1 / 3 Multiple Race) 33%				Multiple Race	4 / 186 total (2/4 multiple)	50% Multiple Race Predicted to Pass
	African American	36 / 186 total (23 / 36 African American) 64%				African American	36 / 186 total (15 / 36 African American)	58% African American Predicted to Pass
	Hispanic	67 / 186 Hispanic (46 / 67) 69%				Hispanic	69 / 186 total (20 / 69 Hispanic)	71% Hispanic Predicted to Pass
	White	69 / 186 White (57 / 69) 83%				White	68 / 186 total (16 / 68 White)	76% White Predicted to Pass
2022 3rd Reading STAAR		Did Not Pass:			2022 3rd Math STAAR		Did Not Pass:	
	At-Risk	54 / 177 total (28 / 54 At-Risk) 52%				At-Risk	72 / 177 total (23 / 72 At-Risk)	68% At-Risk Passing Rate
	Eco-Dis	70/177 total (55 / 70 Eco-Dis) 79%				Eco-Dis	69 / 177 total (25 / 69 Eco-Dis)	64% Eco-Dis Passing Rate
	SPED	30 /177 total (18 / 30) 60%				SPED	26 / 177 total (8 / 26 SPED)	69% SPED Passing Rate
	EB	16 / 177 total (12 / 16) 75%				EB	16 / 177 total (5 / 16 EB)	69% EB Passing Rate
	Asian	10 / 177 total (10 /10) 100%				Asian	10 / 177 total (1 / 10 Asian)	90% Asian Passing Rate
	Multiple Race	3 /177 total (3 /3 Multiple Race) 100%				Multiple Race	3 / 177 total (1 / 3 Multiple)	67% Multiple Passing Rate
	African American	34 /177 total (27 /34 African American) 79%				African American	34 / 177 total (12 / 34 African American)	65% African American Passing Rate
	Hispanic	65 /177 total (55 / 65 Hispanic) 85%				Hispanic	65 / 177 total (12 / 65 Hispanic)	82% Hispanic Passing Rate
	White	64 /177 total (58 / 64 White) 91%				White	64 / 177 total (6 / 64 White)	91% White Passing Rate

2022 4th Reading STAAR		Did Not Pass:			2022 4th Math STAAR		Did Not Pass:	
	At-Risk	75 / 202 total (56 / 75 At-Risk) 75%				At-Risk	75 / 202 total (29 / 75 At-Risk)	61% At-Risk Passing Rate
	Eco-Dis	69 / 202 total (56 / 69 Eco-Dis) 81%				Eco-Dis	69 / 202 total (18 / 69 Eco-Dis)	74% Eco-Dis Passing Rate
	SPED	27 / 202 total (17 / 27) 63%				SPED	27 / 202 total (14 / 27 SPED)	48% SPED Passing Rate
	EB	15 / 202 total (12 / 15) 80%				EB	15 / 202 total (3 / 15 EB)	80% EB Passing Rate
	Asian	11 / 202 total (9 / 11) 82%				Asian	11 / 202 total (1 / 11 Asian)	91% Asian Passing Rate
	Multiple Race	5 / 202 total (4 / 5 Multiple Race) 80%				Multiple Race	5 / 202 total (1 / 5 Multiple)	80% Multiple Passing Rate
	African American	36 / 202 total (29 / 36 African American) 81%				African American	36 / 202 total (9 / 36 African American)	75% African American Passing Rate
	Hispanic	55 / 202 total (48 / 55 Hispanic) 87%				Hispanic	55 / 202 total (9 / 55 Hispanic)	84% Hispanic Passing Rate
	White	91 / 202 total (84 / 91 White) 92%				White	91 / 202 total (17 / 91 White)	81% White Passing Rate

Student Achievement Strengths

Second grade data shows strong growth across literacy and math assessments with 68% of students on target at the end of year in math (increased from 15% on target at the start of the year) and early reading indicator scores (average increased from 1.61 end of 1st grade to 1.66 end of 2nd grade).
At least 63% of 3rd graders and 70% of 4th graders are projected to pass the 2023 STAAR Math Assessment.
Pre-K Circle data trends show that most students (84% and higher) are on track in the areas of phonological awareness, math, and numbers.
At least 8 out of 25 EB1 first graders met the criteria to exit ESL in the 2022-2023 school year. At least 87% of EB1 students are projected to pass 3rd grade reading STAAR.
"On target" percentage of first graders in special education grew from 6% to 31% on the early math assessment from September to May.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of 3rd grade students that achieved the Meets level on the 2023 STAAR Reading Assessment is below expectations. **Root Cause:** Teachers have a need for more targeted instruction and intervention to close the learning gaps.

Problem Statement 2 (Prioritized): Only 59% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. **Root Cause:** Only 68% of 2nd grade

students are entering 3rd grade on level in math skills. Teachers have a need for more targeted instruction and intervention.

Problem Statement 3 (Prioritized): Approximately 50% of Kindergarten students scored below, or well below, for Phonics on the End of Year mClass Assessment. **Root Cause:** Kindergarten teachers have a need for more targeted instruction and intervention.

Problem Statement 4 (Prioritized): The percentage of Emergent Bilingual students growing one proficiency level in English as measured by the TELPAS Assessment needs to increase to meet the target of 38%. **Root Cause:** Teachers need to provide EB students with more practice with speaking and oral language skills, and writing practice.

Problem Statement 5: Teachers struggle to fill instructional gaps in learning with their students in order to increase the number of students on level at the end of the school year. **Root Cause:** There is a lack of vertical alignment in curriculum and highly effective teaching practices as defined by High Reliability School

Problem Statement 6: Although we continue to improve across the campus for students ending the year on or above reading grade level, there are still about 40% of our students who finished the year below grade level in reading. **Root Cause:** We are still recovering from learning gaps due to COVID. In addition to supporting our 3rd and 4th grade readers with interventions and differentiated instruction, we also need to have a strong focus on providing targeted instruction with our younger readers.

Problem Statement 7 (Prioritized): Kindergarten end of year MClass data was below/well-below at 42% in letter sounds. **Root Cause:** Kindergarten teachers had a lack of targeted instruction and intervention.

Culture and Climate

Culture and Climate Summary

Behavior/Discipline:

Based on referral data for the 2022-2023 school year, 47/59 physical aggression referrals are in the African American and Special Education student groups. There is a need is to provide support and strategies to our students to decrease physical referrals within this population.

This school year, using Title I funds, we have a campus instructional behavior coach. This position helps us focus on reducing incidents of physical aggression, meeting the needs of those students, promoting safe and positive alternate behaviors, rewarding progress, and providing teachers with skills to create and maintain a safe learning environment.

Our two counselors provide guidance lessons in every classroom multiple times a year, focusing on various life skills to support student success in the present and future. We have also initiated morning meetings that incorporate our character trait of the month that ties into our student character awards, the One and Only You awards. Our One and Only You Awards celebrate students in different categories including our Bear Essentials, our current character trait, CAMP choice and the peer choice award.

The counselor advisory committee meets monthly to support various events and activities designed to support successful students. This includes expected events such as Red Ribbon Week and Generation Texas Week, but also goes beyond to include Watch DOGS and campus mentors.

Attendance:

Based on attendance data, our student attendance from the 22-23 school year is at 94.58%, up from 21-22 93.62%. For the 2023-2024 school year, our attendance goal is to be above 96%.

For teacher attendance, 42 teachers missed between 9-16 days. Several were out for medical or maternity leave; regardless, as a campus, we recognize the lack of rigorous instruction during a teacher absence.

OHI results:

For the 2022-2023 school year, all OHI scores remained in the Independent and Interdependent Range.

Year	Top 3 Categories					
2018-2019	Communication, goal focus, innovativeness					
2019-2020	Goal focus, communication, adaptation					
2020-2021	Communication, Goal Focus, Cohesiveness					
2021-2022	Communication, Problem Solving, and Autonomy					
2022-2023	Communication, Optimal Power Equalization, and Autonomy					

Campus Diversity:

Staff Diversity: We continue to hire qualified candidates that reflect our diverse student population. In addition to being mindful of our diverse ethnicity, we work to have an increased male presence on campus. We currently have 5 males staff members serving in various roles.

Student Diversity: The ethnicity of our campus has not changed significantly, but our families who qualify as Economically Disadvantaged (ED) continues to increase. Because of this, Bradley met the requirement of becoming a Title I school at the start of the 2023-2024 school year.

Year	White	Hispanic	Black	Other
2017	47%	29%	16%	8%
2018	47%	29%	16%	8%
2019	44%	32%	14%	10%
2020	41%	32%	16%	11%
2021	38%	32%	18%	12%
2022	38%	32%	18%	12%

Staff Diversity:

Year	White	Hispanic	Black	Other
2018-19	72%	20%	8%	0
2019-20	74%	20%	6%	0
2020-21	77%	16%	7%	0
2021-2022	71%	15%	10%	4%
2022-2023	75%	14%	8%	2%%

Safe and Civil Schools:

Our Foundation team, CARE, has been in place for 5 school years now. During this time, we have created campus common language and expectations for hallways, lunch, and bathrooms.

Culture and Climate Strengths

According to the High Reliability Schools Survey for the 2021-2022 school year, student responses were on a scale of 1-5. The student average on the survey was 4.30 in feeling like Bradley has a safe and collaborative culture. The teacher survey average was 4.51 for teachers feeling the school is a safe place. We are currently a certified Level I High Reliability

School.

We have a Foundations team that meets monthly to review, revise, and implement strategies for positive behavior guidelines across the campus. The team assesses areas of need via teacher surveys and creates school wide expectations within those areas of the school. These expectations were communicated and practiced by staff and students.

Watch DOGS is an active mentorship and monitoring adult volunteer program on our campus. For the 2022-2023 school year, we had 44 Watch DOGS with 96 visits throughout the year. We will continue to grow this program by adding more Watch DOGS and volunteers.

Our teacher/staff retention rate for the 2022-203 school year is 88%. Out of 106 staff, 13 left from August to end of year. This includes paras and teachers.

Bradley Elementary provides a variety of extra curricular clubs for students such as Robotics, DI, Cheer, Girls on Run, Gardening, Fishing Club. Our teachers volunteer their time to offer these after school opportunities.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): With our continued increase in student enrollment, the number of our discipline referrals have increased as well. **Root Cause:** We inherit students from other districts or states who are used to different behavioral and academic expectations. We work with these students, their teachers, and their families to improve both behaviors and academics.

Parent and Community Engagement

Parent and Community Engagement Summary

Summary of Needs:

- Communication at Bradley can increase as a campus by incorporating the parent liaison to translate newsletters and other campus communication from English to Spanish.
- Communication at Bradley can be improved by utilizing PD days for parent/teacher conferences.
- In effort to involve the community more, Bradley will offer various academic nights, as well as parent surveys in order to inform and receive feedback.
- Continue to create/provide school programs to assist students and families, such as a backpack program, angel tree program and grade level school supplies.
- More intention to involve a diverse group of individuals from the community (including English/Spanish speaking parents and teachers) in PTO engagements.

Parent and Community Engagement Strengths

Summary of strengths:

- At Bradley Elementary, we offer multiple family and community engagement information nights through STAARy STAARy Night, New Bear Fair, New to Bradley Information Night, and School-Wide Parent Information Night.
- Communication at Bradley Elementary occurs through campus-wide monthly newsletters, access to the school handbook, and Twitter/Facebook pages.
- Teacher and parent communication is documented through View-It, in addition to automated parent contacts regrading grades, lunch balances, and attendance.
- We have active parent involvement through our Parent Teacher Organization and Watch DOGS Program.
- At Bradley Elementary, we give the community and our students an opportunity to be involved in grade-level charities such as Toys for Tots, Alex's Lemonade Stand, and Animal Shelter Supplies.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of communication to parents in both English and Spanish contributes to low parent engagement. **Root Cause:** Bradley Elementary is not a campus that provides bilingual education; therefore, we have no appointed staff to assist in translating.

Priority Problem Statements

Problem Statement 1: Only 59% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment.

Root Cause 1: Only 68% of 2nd grade students are entering 3rd grade on level in math skills. Teachers have a need for more targeted instruction and intervention.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The percentage of Emergent Bilingual students growing one proficiency level in English as measured by the TELPAS Assessment needs to increase to meet the target of 38%.

Root Cause 2: Teachers need to provide EB students with more practice with speaking and oral language skills, and writing practice.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Approximately 50% of Kindergarten students scored below, or well below, for Phonics on the End of Year mClass Assessment.

Root Cause 3: Kindergarten teachers have a need for more targeted instruction and intervention.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The percentage of 3rd grade students that achieved the Meets level on the 2023 STAAR Reading Assessment is below expectations.

Root Cause 4: Teachers have a need for more targeted instruction and intervention to close the learning gaps.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Kindergarten end of year MClass data was below/well-below at 42% in letter sounds.

Root Cause 5: Kindergarten teachers had a lack of targeted instruction and intervention.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: With our continued increase in student enrollment, the number of our discipline referrals have increased as well.

Root Cause 6: We inherit students from other districts or states who are used to different behavioral and academic expectations. We work with these students, their teachers, and their families to improve both behaviors and academics.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Lack of communication to parents in both English and Spanish contributes to low parent engagement.

Root Cause 7: Bradley Elementary is not a campus that provides bilingual education; therefore, we have no appointed staff to assist in translating.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices


Goals






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percentage of 4th grade students that achieves the Meets (4 level or above) on the 2024 STAAR Reading Assessment from 69% to 73%.

HB3 Goal
Evaluation Data Sources: STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: With the leadership of our campus ELA coach, implement data driven conversations in PLCs to plan for differentiated instruction to meet the literacy needs of our students. Strategy's Expected Result/Impact: Differentiated and targeted small group literacy instruction to all students K-4. Staff Responsible for Monitoring: Principal, campus ELA coach, teachers, academic interventionist Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1 Funding Sources: ELA Coach - State Comp Ed - \$83,690	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Support ELA teachers new to Bradley and/or ELA by providing PD, materials, and coaching as they learn and implement Units of Study and the new district-approved Benchmark phonics resource. Strategy's Expected Result/Impact: Targeted small group and direct instruction in reading based on the Units of Study model and newly approved phonics resource. Staff Responsible for Monitoring: Principal, campus ELA coach, district ELA coach, academic interventionist Title I: 2.6 Problem Statements: Student Achievement 1, 3, 7 Funding Sources: Academic Interventionist - Title I - \$81,963	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:


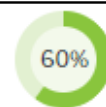




Student Achievement
Problem Statement 1: The percentage of 3rd grade students that achieved the Meets level on the 2023 STAAR Reading Assessment is below expectations. Root Cause: Teachers have a need for more targeted instruction and intervention to close the learning gaps.
Problem Statement 3: Approximately 50% of Kindergarten students scored below, or well below, for Phonics on the End of Year mClass Assessment. Root Cause: Kindergarten teachers have a need for more targeted instruction and intervention.
Problem Statement 7: Kindergarten end of year MClass data was below/well-below at 42% in letter sounds. Root Cause: Kindergarten teachers had a lack of targeted instruction and intervention.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Decrease the percentage of 4th grade students in special education that did not meet passing standards on the 2024 STAAR Reading Reading Assessment from 40% to 37%.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: We will pilot a co-teach model in select classrooms to strengthen the partnership between special education and general education teachers. Strategy's Expected Result/Impact: Students benefiting from more time spent in the general education setting receiving Tier I Best Practices. With special education and general education teachers attending PLC together, there will also be an increased collaboration between teachers that will better meet students' needs and instruction and be better aligned with grade level TEKS. Staff Responsible for Monitoring: Principal, 4th grade teachers, campus instructional coaches, special education teachers, district special education facilitator Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1, 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in Instructional Rounds to see effective instruction in all classrooms. Strategy's Expected Result/Impact: Increased teacher understanding and capacity for meeting students' needs in their own classrooms. Staff Responsible for Monitoring: Principal, gen ed teachers, special education teachers, teacher leaders, campus instructional coaches Problem Statements: Student Achievement 1, 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The percentage of 3rd grade students that achieved the Meets level on the 2023 STAAR Reading Assessment is below expectations. **Root Cause:** Teachers have a need for more targeted instruction and intervention to close the learning gaps.

Problem Statement 2: Only 59% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. **Root Cause:** Only 68% of 2nd grade students are entering 3rd grade on level in math skills. Teachers have a need for more targeted instruction and intervention.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percentage of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Math Assessment from 59% to 63%.

HB3 Goal
Evaluation Data Sources: STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: We will continue with the implementation of Dreambox, allowing students to engage in 1:1 differentiated instruction to fill math gaps. Strategy's Expected Result/Impact: 100% of students participating weekly in Dreambox with their teacher's supervision with a goal of 5-7 completed lessons per week. Staff Responsible for Monitoring: Principal, campus math coach, math teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 2 Funding Sources: Dreambox - Title I - \$8,400	Formative		
	Dec	Mar	June
	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>
Strategy 2 Details	Formative Reviews		
Strategy 2: With the leadership of our campus math coach, implement data driven conversations in PLC to plan for differentiated instruction to meet the math needs of our students. Strategy's Expected Result/Impact: Differentiated and targeted small group math instruction for all students K-4. Staff Responsible for Monitoring: Principal, math campus coach, math teachers Problem Statements: Student Achievement 2 Funding Sources: Math coach - State Comp Ed - \$83,690	Formative		
	Dec	Mar	June
	<div><div></div>50%</div>		
<div><div><div></div>0%</div> No Progress</div> <div><div><div></div>100%</div> Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: Only 59% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. **Root Cause:** Only 68% of 2nd grade students are entering 3rd grade on level in math skills. Teachers have a need for more targeted instruction and intervention.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percentage of 1st grade students that score at or above grade level on the End of Year mCLASS Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) from 44% to 50%.

HB3 Goal
Evaluation Data Sources: mCLASS assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Professional Development support for 1st grade teachers on the testing expectations and procedures for mClass. Strategy's Expected Result/Impact: Teachers confidence in testing and scoring students accurately. Staff Responsible for Monitoring: Campus ELA coach, principal, academic interventionist	Formative		
	Dec	Mar	June
	<div><div></div></div> 75%		
Strategy 2 Details	Formative Reviews		
Strategy 2: First grade teachers will provide daily face-to-face phonemic awareness and phonics instruction with the use of Heggerty and the new district-adopted Benchmark phonics resource. Strategy's Expected Result/Impact: All 1st grade students will receive direct phonemic awareness and phonics instruction. Staff Responsible for Monitoring: Principal, campus ELA coach, 1st grade teachers, academic interventionist Problem Statements: Student Achievement 3, 7	Formative		
	Dec	Mar	June
	<div><div></div></div> 75%		
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: Approximately 50% of Kindergarten students scored below, or well below, for Phonics on the End of Year mClass Assessment. Root Cause: Kindergarten teachers have a need for more targeted instruction and intervention.
Problem Statement 7: Kindergarten end of year MClass data was below/well-below at 42% in letter sounds. Root Cause: Kindergarten teachers had a lack of targeted instruction and intervention.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the percentage of 2nd grade students scoring on target on the Early Math Assessment from BOY 27% to EOY 70%.

HB3 Goal
Evaluation Data Sources: Early Math Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: All K-2 teachers will be trained on administration and calibration of assessments with the campus math coach prior to each testing window. Strategy's Expected Result/Impact: Increased validity and consistency of data across K-2 data. Staff Responsible for Monitoring: Math coach, K-2 teachers, admin TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
	<div><div></div><div>75%</div></div>		
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will create and pull small groups based on assessment data and provide targeted instruction Strategy's Expected Result/Impact: Increased student understanding of number sense and academic vocabulary. Staff Responsible for Monitoring: Principal, campus ELA coach, all teachers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Achievement 2 Funding Sources: Tutorials - Title I - \$1,892	Formative		
	Dec	Mar	June
	<div><div></div><div>50%</div></div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 5 Problem Statements:






Student Achievement
Problem Statement 2: Only 59% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: Only 68% of 2nd grade students are entering 3rd grade on level in math skills. Teachers have a need for more targeted instruction and intervention.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Accurately and appropriately use Title 1 funds to support instruction and campus growth before the end of year deadlines.

Evaluation Data Sources: Regular budget audits and reviews

Strategy 1 Details	Formative Reviews		
Strategy 1: Include the campus secretaries in weekly core/admin meetings to review budget and deadlines. Strategy's Expected Result/Impact: Funds to be used timely throughout the year to support instruction and growth. Staff Responsible for Monitoring: Principal, assistant principals, secretaries	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: The core team will utilize Title 1 funds to achieve HRS level 2 certification to increase teacher efficacy and provide high quality instruction in every classroom.

Evaluation Data Sources: HRS certification process steps, surveys, certification and student achievement scores.








Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will create a HRS certification team to develop and maintain effective instruction in every classroom by building a shared language of instruction and using this common language to raise the level of pedagogical skill both individually and collectively. Strategy's Expected Result/Impact: Teacher growth in collaboration and increased student achievement. Staff Responsible for Monitoring: High Reliability School Team consisting of administrator, instructional coaches and leaders, and teachers Funding Sources: High Reliability Schools resource - Title I - \$4,150	Formative		
	Dec	Mar	June
	N/A	N/A	N/A
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 3: Reorganize our campus core team and structure to include key members in order to impact campus growth in a positive manner. The team will include administrators, counselors, campus academic coaches and interventionists.

Evaluation Data Sources: Student growth data from MTSS meetings






Strategy 1 Details	Formative Reviews		
Strategy 1: The core team will develop a calendar of intervention cycles throughout the school year that will include pre-planned meeting dates and times for the team to meet to review student achievement data. Strategy's Expected Result/Impact: Increased student growth through specific interventions. Staff Responsible for Monitoring: Core Team	Formative		
	Dec	Mar	June
	 100%	 100%	 100%
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Continue to focus on recruiting, hiring, and retaining a high-quality, diverse staff that meets the demographics and needs of our student body.

Evaluation Data Sources: HR reports, Teacher Certifications, Professional Development Records






Strategy 1 Details	Formative Reviews		
Strategy 1: Attend the CISD job fair along with a diverse representation of current staff to recruit diverse, quality applicants. Strategy's Expected Result/Impact: More aligned staff demographics to match our student demographics. Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: We will create and cultivate a campus culture that promotes and encourages parent engagement.

Evaluation Data Sources: Parent sign-in sheets, campus calendar of events

Strategy 1 Details	Formative Reviews		
Strategy 1: We will host a series of Academic Night events (one in the Fall and one in the Spring) with subject-specific knowledge focusing specifically on ELA and Math. Strategy's Expected Result/Impact: By the end of the academic year, there will be a measurable increase in student performance, academic and parent engagement, and overall achievement across grade levels. Staff Responsible for Monitoring: Core Team Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Problem Statements: Student Achievement 1, 2 - Parent and Community Engagement 1 Funding Sources: Parent Family Engagement - Title I - \$5,573	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of 3rd grade students that achieved the Meets level on the 2023 STAAR Reading Assessment is below expectations. Root Cause: Teachers have a need for more targeted instruction and intervention to close the learning gaps.
Problem Statement 2: Only 59% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: Only 68% of 2nd grade students are entering 3rd grade on level in math skills. Teachers have a need for more targeted instruction and intervention.

Parent and Community Engagement









Problem Statement 1: Lack of communication to parents in both English and Spanish contributes to low parent engagement. **Root Cause:** Bradley Elementary is not a campus that provides bilingual education; therefore, we have no appointed staff to assist in translating.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: We will promote and encourage parent engagement by providing a parent liaison resource to effectively communicate with parents in English and Spanish to reduce the barriers for parents who are reluctant to be involved in their child's education.

Evaluation Data Sources: Parent Resource sign in, Parent Contacts

Strategy 1 Details	Formative Reviews		
Strategy 1: The parent liaison will coordinate a variety of school-wide events with an academic focus on reading and math. Strategy's Expected Result/Impact: Increased parent engagement campus wide. Staff Responsible for Monitoring: Parent Liaison Resource, Title 1 Committee, Core Team Title I: 2.5, 2.6, 4.2 Problem Statements: Student Achievement 1, 2 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The parent liaison resource will translate all school wide communication, including newsletters, school documents, school emails, and parent teacher organization documents allowing the school to communicate in both English and Spanish. Strategy's Expected Result/Impact: Increased parent engagement campus wide. Staff Responsible for Monitoring: Parent Liaison Resource, Title 1 Committee, Core Team Title I: 4.1, 4.2 Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The percentage of 3rd grade students that achieved the Meets level on the 2023 STAAR Reading Assessment is below expectations. **Root Cause:** Teachers have a need for more targeted instruction and intervention to close the learning gaps.

Problem Statement 2: Only 59% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. **Root Cause:** Only 68% of 2nd grade students are entering 3rd grade on level in math skills. Teachers have a need for more targeted instruction and intervention.

Parent and Community Engagement






Problem Statement 1: Lack of communication to parents in both English and Spanish contributes to low parent engagement. **Root Cause:** Bradley Elementary is not a campus that provides bilingual education; therefore, we have no appointed staff to assist in translating.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: We will collaborate with our behavior coach to reduce the number of discipline referrals with physical aggression.

Evaluation Data Sources: Discipline referrals documented in View It

Strategy 1 Details	Formative Reviews		
Strategy 1: We will work with our behavior coach , teachers, and families to recognize historical behavior data and create individualized student plans as appropriate to assist in reduction in physical aggression. Strategy's Expected Result/Impact: A decrease in acts of physical aggression towards students and staff. Staff Responsible for Monitoring: Administrators, behavior coach, teachers Title I: 2.5, 2.6 Problem Statements: Culture and Climate 1 Funding Sources: Instructional Behavior Coach - Title I - \$81,463	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 1: With our continued increase in student enrollment, the number of our discipline referrals have increased as well. Root Cause: We inherit students from other districts or states who are used to different behavioral and academic expectations. We work with these students, their teachers, and their families to improve both behaviors and academics.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 4: We will share Title 1 information with our families through different modes of communication.

Evaluation Data Sources: Archived documents in Title I google folder

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use the Bradley Broadcast Newsletter and recordings to communicate Title 1 Information in English and Spanish. Strategy's Expected Result/Impact: More parents will have access to school wide information Staff Responsible for Monitoring: Principal, campus communicator, parent liaison Title I: 4.2 Problem Statements: Parent and Community Engagement 1 Funding Sources: Parent Liaison Instructional Aide - Title I - \$34,925	Formative		
	Dec	Mar	June
	<div><div></div></div> 100%	<div><div></div></div> 100%	<div><div></div></div> 100%
Strategy 2 Details	Formative Reviews		
Strategy 2: We will have Title 1 parent conferences to communicate academic information. Strategy's Expected Result/Impact: Sign in sheets from parent/teacher conferences Staff Responsible for Monitoring: Administrators, teachers Title I: 4.1, 4.2 Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
	<div><div></div></div> 50%		
<div><div><div></div></div>0% No Progress</div> <div><div><div></div></div>100% Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

Performance Objective 4 Problem Statements:

Parent and Community Engagement







Problem Statement 1: Lack of communication to parents in both English and Spanish contributes to low parent engagement. **Root Cause:** Bradley Elementary is not a campus that provides bilingual education; therefore, we have no appointed staff to assist in translating.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 5: Implement two-way communication with our parents and visitors.

Evaluation Data Sources: Campus monthly newsletter, Parent contacts

Strategy 1 Details	Formative Reviews		
Strategy 1: We will add a section to our monthly newsletter, The Bradley Broadcast, to collect information from our parents to create two-way communication. Strategy's Expected Result/Impact: Quickly received information from our parents easily. Staff Responsible for Monitoring: Principal, campus communicator Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Collect data from our visitors to improve our procedures and experiences during parent visits through quick surveys during the check out process. Strategy's Expected Result/Impact: A more clear understanding of parent experiences on campus. Staff Responsible for Monitoring: Principal, HRS team, receptionist	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 5 Problem Statements:






Parent and Community Engagement
Problem Statement 1: Lack of communication to parents in both English and Spanish contributes to low parent engagement. Root Cause: Bradley Elementary is not a campus that provides bilingual education; therefore, we have no appointed staff to assist in translating.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 6: We will collaborate with Faith United Methodist to create a mentor program to work with at-risk students.

Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with teachers to identify students who would benefit from a mentor. Strategy's Expected Result/Impact: Students with more adult connections who support them academically and socially. Staff Responsible for Monitoring: Counselors Title I: 2.5, 2.6 Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will work with our district mentor coordinator to provide training for our Faith United Methodist mentors. Strategy's Expected Result/Impact: Trained adult volunteers to work safely and positively with our Bradley at-risk students. Staff Responsible for Monitoring: Counselors Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
	N/A		
<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Performance Objective 6 Problem Statements:






Culture and Climate
Problem Statement 1: With our continued increase in student enrollment, the number of our discipline referrals have increased as well. Root Cause: We inherit students from other districts or states who are used to different behavioral and academic expectations. We work with these students, their teachers, and their families to improve both behaviors and academics.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Create and implement effective instruction in every classroom, through participation in Instructional Rounds, to promote and encourage student learning.

Evaluation Data Sources: Instructional Rounds campus schedule

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement grade-based structures campus-wide for conducting Instructional Rounds monthly and ensuring teacher participation once per semester. Strategy's Expected Result/Impact: Documented reflections and adjustment of teaching strategies. Staff Responsible for Monitoring: Instructional Round Committee, Core Team Problem Statements: Student Achievement 1, 2, 3, 4, 7	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:





Student Achievement
Problem Statement 1: The percentage of 3rd grade students that achieved the Meets level on the 2023 STAAR Reading Assessment is below expectations. Root Cause: Teachers have a need for more targeted instruction and intervention to close the learning gaps.
Problem Statement 2: Only 59% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: Only 68% of 2nd grade students are entering 3rd grade on level in math skills. Teachers have a need for more targeted instruction and intervention.
Problem Statement 3: Approximately 50% of Kindergarten students scored below, or well below, for Phonics on the End of Year mClass Assessment. Root Cause: Kindergarten teachers have a need for more targeted instruction and intervention.
Problem Statement 4: The percentage of Emergent Bilingual students growing one proficiency level in English as measured by the TELPAS Assessment needs to increase to meet the target of 38%. Root Cause: Teachers need to provide EB students with more practice with speaking and oral language skills, and writing practice.
Problem Statement 7: Kindergarten end of year MClass data was below/well-below at 42% in letter sounds. Root Cause: Kindergarten teachers had a lack of targeted instruction and intervention.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: EB/ESL student progress on the 2024 TELPAS Assessment will increase from 49% to 53% of students growing more than one proficiency level, as measured by total growth points for listening, speaking, reading, and writing.

Evaluation Data Sources: TELPAS results and Summit K12 usage reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Grades K-2, CAMP, and special education teachers will be trained on increasing student oral language and engagement with the 7 Steps to a Language-Rich Classroom. Strategy's Expected Result/Impact: Increased awareness of and differentiation for students' language acquisition needs and increased opportunities for language-rich social and academic interactions and oral language development. Staff Responsible for Monitoring: Principal, training facilitators, participating teachers Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide intentional, authentic opportunities for students to express themselves before, during, and/or after school through oral language, typed and voice-recorded responses in all classes, including CAMP, throughout the school year. Strategy's Expected Result/Impact: Student growth in language development and increased achievement on TELPAS assessments. Staff Responsible for Monitoring: Principal, campus instructional coaches, teachers Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: EB students will utilize Summit K12 to increase academic vocabulary and close learning gaps. Strategy's Expected Result/Impact: Increased vocabulary, confidence and skills in navigating online learning and assessment tools. Staff Responsible for Monitoring: Assistant Principal, teachers Problem Statements: Student Achievement 4 Funding Sources: Summit K-12 - Title III - \$4,250	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement






Problem Statement 4: The percentage of Emergent Bilingual students growing one proficiency level in English as measured by the TELPAS Assessment needs to increase to meet the target of 38%. **Root Cause:** Teachers need to provide EB students with more practice with speaking and oral language skills, and writing practice.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 3: Utilize technology to increase student typing skills and confidence in grades 2-4.

Evaluation Data Sources: Student usage report of typing programs

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a formalized typing program for 2nd, 3rd, and 4th grade to support skills needed for online testing. Strategy's Expected Result/Impact: Increased student exposure and experience with typing skills. Staff Responsible for Monitoring: Computer Lab para, classroom teachers Problem Statements: Student Achievement 1, 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of 3rd grade students that achieved the Meets level on the 2023 STAAR Reading Assessment is below expectations. Root Cause: Teachers have a need for more targeted instruction and intervention to close the learning gaps.
Problem Statement 2: Only 59% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: Only 68% of 2nd grade students are entering 3rd grade on level in math skills. Teachers have a need for more targeted instruction and intervention.

State Compensatory

Budget for Bradley Elementary

Total SCE Funds: \$151,280.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds will be used to provide during and after school tutorials to meet diverse student academic needs.

Title I

1.1: Comprehensive Needs Assessment

[Completed May 30, 2023, by Campus Title I committee.](#)

2.1: Campus Improvement Plan developed with appropriate stakeholders

[Completed June 14, 2023 by Campus Title I committee. See Plan4Learning CIP for Bradley Elementary.](#)

2.2: Regular monitoring and revision

The Campus Title I committee is scheduled to meet 4 times during the 2023-2024 school year. These meetings will include quarterly monitoring and revision as needed of the campus improvement plan. Meetings are scheduled for September 6, November 1, January 17, and March 20.

2.3: Available to parents and community in an understandable format and language

Our weekly campus wide emails, monthly newsletter, and Title I parent information will be available in both English and Spanish.

2.4: Opportunities for all children to meet State standards

Tied to CIP goals/objectives/strategies

2.5: Increased learning time and well-rounded education

Tied to CIP goals/objectives/strategies

2.6: Address needs of all students, particularly at-risk

Tied to CIP goals/objectives/strategies

3.1: Annually evaluate the schoolwide plan

The Campus Title I committee will conduct the annual evaluation at the March 20, 2024 meeting.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was created by the Campus Title I committee on June 5, 2023, in both English and Spanish. It will be printed and distributed Fall 2023.

<https://docs.google.com/document/d/1RobODH87-iHv9PeP3uFiesYTQ9Ck2wS4/edit?usp=sharing&ouid=116912957916418029997&rtpof=true&sd=true>

4.2: Offer flexible number of parent involvement meetings

Bradley Elementary will hold fall and spring parent/teacher conferences. We will host a reading academic night in the fall and a math academic night in the spring.

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Interventionist		\$81,963.00
1	3	1	Dreambox		\$8,400.00
1	5	2	Tutorials		\$1,892.00
2	2	1	High Reliability Schools resource		\$4,150.00
4	1	1	Parent Family Engagement		\$5,573.00
4	3	1	Instructional Behavior Coach		\$81,463.00
4	4	1	Parent Liaison Instructional Aide		\$34,925.00
Sub-Total					\$218,366.00
Budgeted Fund Source Amount					\$218,366.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	Summit K-12		\$4,250.00
Sub-Total					\$4,250.00
Budgeted Fund Source Amount					\$4,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Coach		\$83,690.00
1	3	2	Math coach		\$83,690.00
Sub-Total					\$167,380.00
Budgeted Fund Source Amount					\$167,380.00
+/- Difference					\$0.00
Grand Total Budgeted					\$389,996.00
Grand Total Spent					\$389,996.00
+/- Difference					\$0.00