Conroe Independent School District

Bradley Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2018-2019 school year, Lucille J. Bradley Elementary met all three target areas:

- Domain 1- Student Achievement: 82/B (2018 80/B)
- Domain 2 - Student Progress: 88B (2018 66/D)
- Domain 3 - Closing Performance Gaps: 89/B (2018 75/C)
- Overall 2019 Accountabliy: 88/B (2018 79/C)

Bradley Elementary earned the following distinctions:

- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps

Summary of the 2019 STAAR campus results:

Reading:

3rd grade:

2019 3rd Grade Reading: 80% Approaches; 47% Meets and 29% Masters

2018 3rd Grade Reading: 81% Approaches; 44% Meets and 31% Masters

4th grade:

2019 4th Grade Reading: 81% Approaches; 54% Meets and 30% Masters

2018 4th Grade Reading: 84% Approaches; 53% Meets and 30% Masters

Math:

3rd grade:

2019 3rd Grade Math: 82% Approaches; 52% Meets and 25% Masters

2018 3rd Grade Math: 81% Approaches; 49% Meets and 22% Masters

4th grade:

2019 4th Grade Math: 84% Approaches; 58% Meets and 39% Masters

2018 4th Grade Math: 86% Approaches; 57% Meets and 33% Masters

Writing:

2019 4th Grade Writing: 72% Approaches; 51% Meets and 14% Masters

2018 4th Grade Writing: 72% Approaches; 51% Meets and 20% Masters

BAS Reading Levels:

In a review of our BAS levels of our first 3 years of BOY assessment windows, we either remain about the same or increase in the percentage of students reading below grade level at the beginning of the year assessment. With COVID, we now have a significantly higher number of students reading below grade level at the beginning of this year.

	First Grade	**Second Grade**	**Third Grade**	**Fourth Grade**
2017-2018	36%	33%	28%	34%
2018-2019	38%	26%	23%	35%
2019-2020	31%	34%	39%	23%
2020-2021	44%	41%	58%	36%

Student Achievement Strengths

When comparing 2018 and 2019 STAAR results, Bradley Elementary had significant growth in both student progress and closing performance gaps resulting in distinctions for both:

- Domain 2 - Student Progress: 88B (2018 66/D) - 22 point gain
- Domain 3 - Closing Performance Gaps: 89/B (2018 75/C) - 14 point gain

When comparing subjects/grades from 2018 to 2019, Bradley Elementary had the following gains:

Reading:

- 3% increase in 3rd grade reading meets
- 1% increase in 4th grade reading meets

Math:

- 1% increase in 3rd grade approaches
- 3% increase in 3rd grade meets
- 3% increase in 3rd grade masters
- 2% increase in 4th grade meets
- 6% increase in 4th grade masters

Bradley Elementary continues to improve more in math areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): About 45% of our students are reading below grade level at the beginning of the year which is an increase from years past. **Root Cause:** There was a lack of strong and differentiated reading instruction for all students since March 2020 due to COVID.

Problem Statement 2 (Prioritized): Reading beginning of the year assessments for our first 3 years consistently have an average of around 32% of students reading below grade level. **Root Cause:** Teachers are not aware of specific skills needed to build in support for readers as they continue through BAS levels.

Problem Statement 3 (Prioritized): Reading STAAR scores do not increase at a similar rate to our math scores. **Root Cause:** Prior to this year, our campus did not have a vertically aligned research-based best practice in phonics and phonemic awareness instruction implemented. We are starting it this year with K-2 and expanding it to 3rd and 4th some in the spring and completely in 2021-2022.

Problem Statement 4: Our STAAR writing scores have not improved for approaches, meets, or masters.

Culture and Climate

Culture and Climate Summary

Historically, Bradley Elementary's OHI scores all fall within the interdependent range with communication consistently within our top scores.

OHI results:

Year	Top 3 Categories
2017	Communication, goal focus, innovativeness
2018	Goal focus, communication, adaptation
2019	Communication, Goal Focus, Cohesiveness
2020	*Data not collected yet

We continue to hire qualified candidates who also help us match our diverse student population. In addition to be mindful of our diverse ethnicity, we are mindful of gender as well. We currently have 7 males on our campus serving in various roles.

Student Diversity:

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%

 Staff Diversity:

Year	White	Hispanic	Black	Other
2017	72%	20%	8%	0
2018	74%	20%	6%	0

Year	White	Hispanic	Black	Other
2019	77%	16%	7%	0
2020	74%	18%	7%	1%

While our staff and student diversity do not match, we do represent various student groups with a goal to continue to hire to meet this need.

Our Foundation team, CARE, has been in place for 2 school years now. During this time, we have created campus common language and expectations for hallways, lunch, and bathrooms. In response to COVID, we have also created school wide safety systems and procedures for arrival, active start, lunch, recess, CAMP, and dismissal. Students and staff are both aware of these requirements and practice them efficiently. As a result, at this time, we have had only one positive student case and one positive staff case.

Our discipline referrals are lower than similar campuses across the district and do not increase in relation to the increase of our overall student population:

Year	Total
2017	117
2018	135
*2019	75
**2020	41

 *COVID began March 2020

**Data through November 2020

RtI Behavior meeets regularly to work as a team to create successful behavior charts and collect data to support the need for additional evaluation and services when appropriate.

Counselor guidance is provided to every classroom mulitple times a year focusing on various life skills to support student success in the present and future.

Character/Words of Wisdom is presented daily on morning announcements teaching character traits such as honesty, courage, kindness, and gratitude. We hold character celebrations, One and Only You Awards, to celebrate our students in 3 different categories: following our Bear Essentials, being examples of the current character trait, and being nominated by their

peers of their classroom.

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

TAEs/SAEs are written regularly for teachers, staff, and students. Our goals is to always have more SAEs for students than TAEs for our staff.

TAEs/SAEs

Year	SAEs	TAEs
2017	360	365
2018	289	372
2019	636	568
2020	*413	*336

*as of November

Culture and Climate Strengths

We are very proud of the positive culture at Bradley. From our CARE team, to our counselor advisory committe, we focus on building each individual - both staff and student - and supporting all Bears in a warm and welcoming environment. We celebrate each other through campus events such as our regular One and Only You awards for students and weekly celebrations of TAEs for our staff. We continue to monitor our discipline referrals and search for patterns for our CARE team to structure and adjust if necessary.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): While we have somewhat of a diverse staff, our staff does not yet mirror the demographics of our students. **Root Cause:** Our applicants still

remain to be mostly white applicants.

Problem Statement 2 (Prioritized): Our campus CARE team has remaining campus areas to create common language and expectations. **Root Cause:** With COVID, we have focused our time adjusting our current procedures. If we return to safer days, the committee will continue to create common language and expectations throughout the campus.

Problem Statement 3: COVID has changed day to day procedures requiring new safety procedures and structures.

Parent and Community Engagement

Parent and Community Engagement Summary

Since Bradley's first year, we have been a Watch DOGS campus. A typical year would include 2 Watch DOGS orientations with students and their "father figure", one in the fall and one in the spring. Orientation includes a pizza dinner, interactive play time between the male adults and their children, and information shared about the national program. Orientation concludes with the father figures using provided chromebooks and iPads to register as a volunteer and sign up as a Watch DOG.

Each year, Bradley sponsors an academic night that includes all grade levels and all subjects. Our academic nights are structured similar to a conference style workshop. Families are provided information about each activity prior to the event and are encouraged to select 3 or 4 workshops to attend throughout the evening. Participants leave with hands on activities and materials to continue the learning at home throughout the year.

Parent Education talks are provided online, through our Bradley PTO facebook page. Our counselor presents along with a guest cohost. The cohost varies depending on the assigned topic. Over the years, we have focused on various topics such as greif, resilency, stress through the holidays, and school attendance.

Parent and Community Engagement Strengths

Although events are limited this year, we continue to grow and benefit from our supportive PTO. Parents and family members actively support the school through a one time fundraiser each year. Our families also sponsor, volunteer, and participate in family events such as Trunk or Treat, drive in movies, Winter Wonderland, and various mother/daughter, mother/son, daddy/daughter, and father/son.

Local business actively support both our students and staff through various sponsorships.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): We have not had as much parent involvement this year as in year's past. **Root Cause:** This year's involvement is much lower due to safety

restrictions with COVID.

Problem Statement 2: We have a lack of campus opportunities specifically created for our father figures. **Root Cause:** This year's safety procedures do not allow Watch DOGS to volunteer on campus. We will continue to use them periodically at car rider line.

Priority Problem Statements

Problem Statement 1: About 45% of our students are reading below grade level at the beginning of the year which is an increase from years past.

Root Cause 1: There was a lack of strong and differentiated reading instruction for all students since March 2020 due to COVID.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Reading beginning of the year assessments for our first 3 years consistently have an average of around 32% of students reading below grade level.

Root Cause 2: Teachers are not aware of specific skills needed to build in support for readers as they continue through BAS levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Reading STAAR scores do not increase at a similar rate to our math scores.

Root Cause 3: Prior to this year, our campus did not have a vertically aligned research-based best practice in phonics and phonemic awareness instruction implemented. We are starting it this year with K-2 and expanding it to 3rd and 4th some in the spring and completely in 2021-2022.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: While we have somewhat of a diverse staff, our staff does not yet mirror the demographics of our students.

Root Cause 4: Our applicants still remain to be mostly white applicants.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Our campus CARE team has remaining campus areas to create common language and expectations.

Root Cause 5: With COVID, we have focused our time adjusting our current procedures. If we return to safer days, the committee will continue to create common language and expectations throughout the campus.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: We have not had as much parent involvement this year as in year's past.

Root Cause 6: This year's involvement is much lower due to safety restrictions with COVID.

Problem Statement 6 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) 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
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

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
- Race and ethnicity 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

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: About 45% of our students are reading below grade level at the beginning of the year which is an increase from years past.

> **HB3 Goal**
>
> **Evaluation Data Sources:** BAS, running records, STAAR scores
>
> **Summative Evaluation:** None

	Reviews			
Strategy 1: Implement Units of Study in K-2 for the 2020-2021 school year	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce the number of students reading below grade level by 5% each BAS administration	Feb	Apr	July	July
Staff Responsible for Monitoring: K-2 teachers Campus Instructional Coach Admin Team				
ESF Levers: Lever 5: Effective Instruction				
Strategy 2: Provide PD to teachers for specific instruction in guided reading to support students increasing their BAS level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students should move through BAS levels faster and be less stagnant.	Feb	Apr	July	July
Staff Responsible for Monitoring: All ELA teachers Campus Instructional Coach Admin Team				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
Problem Statements: Student Achievement 1				
Funding Sources: ELA Instructional Coach - State Comp Ed - $73,715				
Strategy 3: Add 3 additional dates to the campus assessment calendar where teachers will update BAS information and move the cards on our campus-wide data wall.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will allow us to take data more frequently and respond appropriately.	Feb	Apr	July	July
Staff Responsible for Monitoring: ELA teachers Campus Instructional Coach Admin team				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: About 45% of our students are reading below grade level at the beginning of the year which is an increase from years past. **Root Cause:** There was a lack of strong and differentiated reading instruction for all students since March 2020 due to COVID.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Reading beginning of the year assessments for our first 3 years consistently have an average of around 32% of students reading below grade level.

Strategy 1: Implement Units of Study in K-2 for the 2020-2021 school year	Reviews			
Strategy's Expected Result/Impact: Reduce the number of students reading below grade level by 5% each BAS administration	**Formative**			**Summative**
Staff Responsible for Monitoring: K-2 teachers Campus Instructional Coach Admin Team	Feb	Apr	July	July
ESF Levers: Lever 5: Effective Instruction				

Strategy 2: Provide PD to teachers for specific instruction in guided reading to support students increasing their BAS level.	Reviews			
Strategy's Expected Result/Impact: Students should move through BAS levels faster and less stagnant.	**Formative**			**Summative**
Staff Responsible for Monitoring: All ELA teachers Campus Instructional Coach Admin Team	Feb	Apr	July	July

Strategy 3: Add 3 additional dates to the campus assessment calendar where teachers will update BAS information and move the cards on our campus-wide data wall.	Reviews			
Strategy's Expected Result/Impact: Provide more frequent and updated data for teachers to utilize in small reading groups	**Formative**			**Summative**
Staff Responsible for Monitoring: ELA teachers Campus Instructional Coach Admin team	Feb	Apr	July	July
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Reading STAAR scores do not increase at a similar rate to our math scores.

Strategy 1: Begin to train and prepare 3rd and 4th grade ELA teachers on the new Units of Study. We will implement some lessons in the Spring 2021 and implement the full strategy for 3rd and 4th grade in the 2021-2022 school year.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will benefit from explicitly taught reading skills	Feb	Apr	July	July
Staff Responsible for Monitoring: 3rd and 4th grade ELA teachers Campus Instructional Coach Admin team				
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2: Add 3 additional dates to the campus assessment calendar where teachers will update BAS information and move the cards on our campus-wide data wall.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Commit 3rd and 4th grade teachers to collect reading level data frequently to provide specific instruction in small groups.	Feb	Apr	July	July
Staff Responsible for Monitoring: 3rd and 4th grade ELA teachers Campus Instructional Coach Admin team				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3: Provide specific small group reading instruction to 3rd and 4th grade struggling readers.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Differentiated instruction will continue to support the academic reading growth of these students.	Feb	Apr	July	July
Staff Responsible for Monitoring: Teachers Instructional Coach Admin team				
Funding Sources: tutor - Title III - $3,500, Tutor - State Comp Ed - $13,528				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations

Strategy 1: Weekly meetings with campus secretary that includes regular reviews of the campus budget.			Reviews			
			Formative			Summative
			Feb	Apr	July	July

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1: To attend the CISD job fair to recruit qualified and diverse new staff	**Reviews**			
	Formative			**Summative**
	Feb	**Apr**	**July**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.
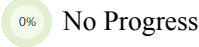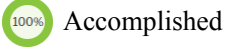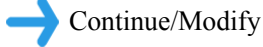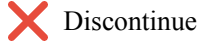
Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: To continue with monthly PTO meetings via zoom and plan safe and fun family activities.		**Reviews**		
		Formative		**Summative**
	Feb	**Apr**	**July**	**July**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: To work with the campus CARE team (Foundations) to create and revise new and required procedures in response to COVID to keep staff and students safe and healthy.	Reviews			
	Formative			Summative
	Feb	Apr	July	July

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Ensure teachers know how to utilize technology for both face to face and virtual learners across grade levels and subjects and access our technology coach to address any technology needs of the staff.	**Reviews**			
	Formative			**Summative**
	Feb	**Apr**	**July**	**July**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Use multi-modes of communication to communicate with parents and community members.		Reviews		
		Formative		Summative
		Feb	Apr	July	July

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Personnel for Bradley Elementary

Name	Position	Program	FTE
Tamera Cornelsen	Instructional Coach	State Comp Ed	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Bradley		
SCE		
Computer Equipment / AV Supplies	$1,802	0.00
Extra Duty	$515	0.01
General Supplies	$2,190	0.00
Instructional Support for At-Risk-Students	$73,715	1.00
Substitutes	$9,021	0.16
SCE Total	$87,243	1.17
Title III EL		
Books	$500	0.00
Computer Equipment / AV Supplies	$500	0.00
Extra Duty	$2,000	0.04
General Supplies	$500	0.00
Title III EL Total	$3,500	0.04
Bradley Total	$90,743	1.21

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	ELA Instructional Coach		$73,715.00
1	3	3	Tutor		$13,528.00
				Sub-Total	$87,243.00
				Budgeted Fund Source Amount	$87,243.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	tutor		$3,500.00
				Sub-Total	$3,500.00
				Budgeted Fund Source Amount	$3,500.00
				+/- Difference	$0.00
				Grand Total	$90,743.00

Addendums