

Conroe Independent School District

Bradley Elementary

2021-2022 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Summary of the 2020-2021 STAAR campus results:

Reading:

3rd grade:

2020 3rd Grade Reading: 74% Approaches; 41% Meets and 24% Masters

4th grade:

2020 4th Grade Reading: 77% Approaches; 48% Meets and 26% Masters

Math:

3rd grade:

2020 3rd Grade Math: 74% Approaches; 43% Meets and 26% Masters

4th grade:

2020 4th Grade Math: 74% Approaches; 51% Meets and 35% Masters

Writing:

2020 4th Grade Writing: 71% Approaches; 42% Meets and 13% 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%

EOY BAS Levels May 2021:

With the focus and implementation of Units of Study for Reading in Kindergarten - 2nd grade, we ended the 2020-2021 school year with the following percentage of students reading below level:

K	1st grade	2nd grade	3rd grade	4th grade
31%	31%	37%	49%	53%
26% were remote learners at some point	25% were remote learners at some point (44%BOY)	24% were remote learners at some point (41%BOY)	27% were remote learners at some point (58%BOY)	18% were remote learners at some point (36%BOY) *This data was not recorded accurately, but it's what we have to go on for now.

Math EOY DCCs/Benchmarks:

	First Grade	Second Grade	Third Grade	Fourth Grade
Percent Score	72%	70%	61%	68%
Satisfactory - All	63%	54%	45%	53%
Satisfactory - Eco Dis	38%	35%	36%	43%

PreK Wave Data:

PreK ended the 2020-2021 school year with most students on track while about 25% of students still needing support in various language arts and math skills.

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		83%	17%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 3	69%	31%	0%	0%
	Overall Measure	69%	31%	0%	0%
Phonological Awareness	Rhyming I	58%	42%	0%	0%
Math	Rote Counting	89%	11%	0%	0%
	Shape Naming	89%	11%	0%	0%
	Number Discrimination	97%	3%	0%	0%
	Number Naming	89%	11%	0%	0%
	Shape Discrimination	94%	6%	0%	0%
	Counting Sets	94%	6%	0%	0%
	Operations	44%	56%	0%	0%
	Overall Measure	92%	8%	0%	0%
Early Writing Checklist		89%	11%	0%	0%
* Measure has no benchmarks.					

Student Achievement Strengths

Implementation of Units of Study/Reading (K-2nd grade):

With the implementation of Units of Study/Reading in Kindergarten through 2nd grade, many students who started below grade level made significant progress. On average, approximately 9% of students who started the year behind ended the year on or above grade level in these primary grades meaning approximately 9% of these students made more than 1 year's growth within one school year.

Effect of remote learning/hybrid teaching:

Approximately 25% of our readers who ended the year below level were remote learners at some point during the year. Had these students been face to face learners the entire year, it is possible they would have ended the year reading on or above grade level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): HB3- Reading scores in 3rd grade need to improve the meets grade level or above scores. **Root Cause:** Last year was our first year to implement the Units of Study reading cohort. With that as well as virtual/hybrid teaching due to COVID, staff development and small group instruction was limited.

Problem Statement 2 (Prioritized): HB3- Math scores in 3rd grade need to improve in the meets grade level or above scores. **Root Cause:** Our focus was more with reading as a result of not finishing the 2019-2020 school year due to COVID. Students started the year behind grade levels in reading, and math did not continue to be in the forefront of our instructional focus.

Problem Statement 3 (Prioritized): Lack of vertical alignment in curriculum and effective teaching practices as defined by High Reliability School. **Root Cause:** Due to COVID restrictions, we have not had the opportunity to have the job embedded professional development that relates to vertical alignment and effective teaching across the campus. We started this process when we opened in 2017; however, our progressed paused due to COVID.

Problem Statement 4 (Prioritized): Teacher grade level PLC's are functioning at the foundational basic level in planning as a team. **Root Cause:** Due to Covid and teams meeting mostly virtually there was not an emphasis on PLC planning for student achievement. Teams were not able to share students across the teams due to having cohorts and not being able to cross teams with students.

Problem Statement 5: Although we have improved approximately 5% across the campus, about 40% of our students finished the year below grade level in reading. **Root Cause:** We started the units of study in Kindergarten-second grade. The teachers implemented Units of Study during COVID while being hybrid teachers with remote and in person learners.

Problem Statement 6 (Prioritized): Reading and Math STAAR scores have a low % of "meet" in economically disadvantaged sub population group. **Root Cause:** Intentional instruction, intervention, and enrichment was limited last year due to cohort requirements for COVID safety.

Problem Statement 7: Our STAAR writing scores have not improved for approaches, meets, or masters. **Root Cause:** Students being remote for part of the year and students not coming in on grade level for 4th grade ELA in revision and editing skills.

Problem Statement 8: While a majority of PreK students end the year (wave 4) "on track", about 25% rank as "support needed". **Root Cause:** Starting full day PreK last year amid new COVID requirements limited the PD offered to our PreK teachers to specifically support academic growth of our PreK students.

Culture and Climate

Culture and Climate Summary

OHI results:

Historically, Bradley Elementary's OHI scores all fall within the interdependent range with communication consistently within our top scores. In addition, despite the uncertainty and difficulty due to COVID, all OHI scores remained in the Interdependent Range, including morale.

Year	Top 3 Categories
2017-18	Communication, goal focus, innovativeness
2018-19	Goal focus, communication, adaptation
2019-20	Communication, Goal Focus, Cohesiveness
2020-21	Communication, Resource Utilization, Morale/Autonomy

Campus Diversity:

We continue to hire qualified candidates who also help us match our diverse student population. In addition to being mindful of our diverse ethnicity, we are mindful of gender as well. We currently have 5 males on our campus serving in various roles.

Student Diversity:

Year	White	Hispanic	Black	Other
2017-18	47%	29%	16%	8%
2018-19	47%	29%	16%	8%
2019-20	44%	32%	14%	10%
2020-21	42%	31%	15%	12%

Staff Diversity:

Year	White	Hispanic	Black	Other
2017-18	72%	20%	8%	0

Year	White	Hispanic	Black	Other
2018-19	74%	20%	6%	0
2019-20	77%	16%	7%	0
2020-21	72%	17%	10%	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.

Safe and Civil Schools:

Our Foundation team, CARE, has been in place for 3 school years now. During this time, we have created campus common language and expectations for hallways, lunch, and bathrooms. In response to COVID, we 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 practiced them efficiently.

Behavior/Discipline:

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
2017-18	117
2018-19	135
*2019-20	75
2020-21	122

*COVID began March 2020

Rtl Behavior meets 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 multiple times a year focusing on various life skills to support student success in the present and future. Even with COVID safety measures in place, this classroom guidance continued through a zoom setting.

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 One and Only You Awards continued through COVID through a zoom setting allowing all of our students plus their family members to participate through zoom.

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 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 goal is to always have more SAEs for students than TAEs for our staff.

Year	SAEs	TAEs
2017-18	360	365
2018-19	289	372
2019-20	636	568
2020-21	873	768

Culture and Climate Strengths

We are very proud of the positive culture at Bradley. From our CARE team, to our counselor advisory committee, 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: Our campus CARE team has remaining campus areas to create common language and expectations. **Root Cause:** With COVID, we had to focus our time adjusting our current procedures. Now with the return of safer days, the committee will continue to create common language and expectations throughout the campus.

Problem Statement 3: We have lots to celebrate at Bradley; however, we do not have enough recognition practices in place for the celebrations **Root Cause:** We have been limited in ways we can gather for celebrations that have reduced the intentional practice of celebrations.

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 co-host. The co-host varies depending on the assigned topic. Over the years, we have focused on various topics such as grief, resiliency, stress through the holidays, and school attendance.

Parents will have the opportunity to complete a survey in the first semester to answer questions regarding a safe and collaborative culture at Bradley.

Parent and Community Engagement Strengths

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, Evening Picnic and other various student/parent activities together at Bradley.

We have open two way communication for our families and teachers. They can call or email at any time to get answers and/or help for their children.

Local business actively support both our students and staff through various sponsorships. We have a high turn out for the

businesses with support from our families and staff at restaurant spirit give back nights.

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.

Problem Statement 3: Providing a way to collect data from parents about the safety and school culture. **Root Cause:** We provide frequent one-way communication but lack structures that collect information from parents as well.

Priority Problem Statements

Problem Statement 1: HB3- Reading scores in 3rd grade need to improve the meets grade level or above scores.

Root Cause 1: Last year was our first year to implement the Units of Study reading cohort. With that as well as virtual/hybrid teaching due to COVID, staff development and small group instruction was limited.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: HB3- Math scores in 3rd grade need to improve in the meets grade level or above scores.

Root Cause 2: Our focus was more with reading as a result of not finishing the 2019-2020 school year due to COVID. Students started the year behind grade levels in reading, and math did not continue to be in the forefront of our instructional focus.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Lack of vertical alignment in curriculum and effective teaching practices as defined by High Reliability School.

Root Cause 3: Due to COVID restrictions, we have not had the opportunity to have the job embedded professional development that relates to vertical alignment and effective teaching across the campus. We started this process when we opened in 2017; however, our progressed paused due to COVID.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Teacher grade level PLC's are functioning at the foundational basic level in planning as a team.

Root Cause 4: Due to Covid and teams meeting mostly virtually there was not an emphasis on PLC planning for student achievement. Teams were not able to share students across the teams due to having cohorts and not being able to cross teams with students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Reading and Math STAAR scores have a low % of "meet" in economically disadvantaged sub population group.

Root Cause 5: Intentional instruction, intervention, and enrichment was limited last year due to cohort requirements for COVID safety.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: While we have somewhat of a diverse staff, our staff does not yet mirror the demographics of our students.

Root Cause 6: Our applicants still remain to be mostly white applicants.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: We have not had as much parent involvement this year as in year's past.

Root Cause 7: This year's involvement is much lower due to safety restrictions with COVID.

Problem Statement 7 Areas: Parent and Community Engagement

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 percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 41% to 45% .

HB3 Goal

Evaluation Data Sources: STAAR and BAS results

Strategy 1 Details
<p>Strategy 1: Continue to implement Units of Study in K-2nd grade and implement for the first time in 3rd -4th grade ELA classes</p> <p>Strategy's Expected Result/Impact: Increase percentage of STAAR reading "meets" and lower the percentage of students ending the year below reading level</p> <p>Staff Responsible for Monitoring: Instructional Coach, admin, and ELA teachers</p> <p>Funding Sources: Teacher's College Project - ESSER - \$20,000, Reading Instructional Coach - State Comp Ed - \$40,381, Tutor - State Comp Ed - \$9,458</p>
Strategy 2 Details
<p>Strategy 2: Provide materials and PD for specific small group reading instruction</p> <p>Strategy's Expected Result/Impact: To broaden teacher knowledge and capacity to provide specific instruction</p> <p>Staff Responsible for Monitoring: Admin, campus instructional coach, ELA teachers</p> <p>Funding Sources: Storage for Classroom Libraries - ESSER - \$8,623, Units of Study Phonics and Bridge the Gap - ESSER - \$7,840, Instructional Materials - ESSER - \$7,212, Subs for When Readers Struggle Professional Development - ESSER - \$15,600</p>

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: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 43% to 47% .

HB3 Goal

Evaluation Data Sources: STAAR and campus and district assessments

Strategy 1 Details
<p>Strategy 1: Reboot guided math K-4th grade and prepare for upcoming Guided Math Consultant Work for 2022-2023</p> <p>Strategy's Expected Result/Impact: Improve math STAAR scores as well as fluency and number sense</p> <p>Staff Responsible for Monitoring: Instructional coach, district coach, admin, math teachers</p> <p>Funding Sources: Guided Math Consultant for 2022-2023 - ESSER - \$35,000, Math Instructional Coach - State Comp Ed - \$40,381, Tutor - State Comp Ed - \$9,458</p>
Strategy 2 Details
<p>Strategy 2: Implement the daily use of Dream Box to increase math fluency and number sense.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on CFAs, interim assessments, and math STAAR</p> <p>Staff Responsible for Monitoring: admin, instructional coach, classroom teachers</p> <p>Funding Sources: Dream Box (2 years) - ESSER - \$16,000, Chromebook Cart - ESSER - \$11,147</p>

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: Bradley Elementary will continue to focus creating and providing a safe and collaborative school culture and environment.

Evaluation Data Sources: Discipline referrals, staff/student/family surveys, SAEs/TAEs

Strategy 1 Details
<p>Strategy 1: We will create an effective High Reliability School problem solving team to lead us through the process to become a certified Level 1 HRS.</p> <p>Strategy's Expected Result/Impact: To achieve certified Level 1 HRS status</p> <p>Staff Responsible for Monitoring: admin, HRS problem solving team</p> <p>Funding Sources: Marzano HRS Staff Development - ESSER - \$12,000</p>
Strategy 2 Details
<p>Strategy 2: Our campus HRS problem solving team will attend HRS seminars and workshops to understand the process of certification for Level 1 and implement these expectations.</p> <p>Strategy's Expected Result/Impact: To become a certified Level 1 HRS</p> <p>Staff Responsible for Monitoring: admin, HRS problem solving team</p>

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: To increase the effectiveness, collaboration, and efficiency of our grade level teams working closely as Professional Learning Communities

Evaluation Data Sources: streamlined student intervention and enrichment opportunities, production of high rigor campus assessments, and increase in student performance equally across grade levels

Strategy 1 Details
<p>Strategy 1: Teachers will attend various PD throughout the year provided by Solution Tree to enhance our performance of PLCs across campus</p> <p>Strategy's Expected Result/Impact: An increase of student performance across all grade levels and subjects</p> <p>Staff Responsible for Monitoring: admin, instructional coach, classroom teachers</p> <p>Funding Sources: Solution Tree PLC PD - ESSER - \$12,000</p>
Strategy 2 Details
<p>Strategy 2: Continue with weekly PLCs that include documentation of agendas with topics that focus on student academic success, intervention, and enrichment</p> <p>Strategy's Expected Result/Impact: Cohesiveness of the grade level working with all students in all classrooms for academic success</p> <p>Staff Responsible for Monitoring: admin, classroom teachers</p>

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 percent of 3rd grade economically disadvantaged students that score meets grade level or above on STAAR Math from 30% to 35% and reading from 21% to 26%.

Evaluation Data Sources: STAAR, BAS, CFAs

Strategy 1 Details
Strategy 1: Continue to implement Units of Study in K-2nd grade and implement for the first time in 3rd -4th grade ELA classes Strategy's Expected Result/Impact: Progress in student reading ability with an increase in BAS levels and improvement in Reading STAAR Staff Responsible for Monitoring: admin, instructional coach, ELA classroom teachers
Strategy 2 Details
Strategy 2: Reboot guided math K-4th grade and prepare for upcoming Guided Math Consultant Work for 2022-2023 Strategy's Expected Result/Impact: Increase percentage of STAAR math "meets" Staff Responsible for Monitoring: Admin, instructional coach, classroom teachers
Strategy 3 Details
Strategy 3: Implement small group instruction, intervention, and enrichment for math and reading for economically disadvantaged students Strategy's Expected Result/Impact: Improve math and reading skills on a daily basis that will lead to higher scores on STAAR Staff Responsible for Monitoring: Admin, ESSER para, campus instructional coach, 3rd and 4th classroom teachers TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Aide for Small Groups (2 years) - ESSER - \$58,261, Tutorials - Title III - \$3,500, Subs for Long Term Planning - ESSER - \$62,400

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: To continue to have perfect audits with our campus budget

Evaluation Data Sources: campus budget and audit results

Strategy 1 Details
Strategy 1: Implement weekly meeting with secretary and campus principal to review budget and upcoming expenditures. Strategy's Expected Result/Impact: To be aware of current budget and upcoming financial needs Staff Responsible for Monitoring: campus principal and secretary

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: To continue to grow the leadership capacity of both assistant principals at Bradley

Evaluation Data Sources: agendas, feedback from formal and informal meetings, presentation opportunities, attendance and participation in N2L leadership academy

Strategy 1 Details
<p>Strategy 1: Assign each AP with a specific year long project that is connected to building teacher capacity and improving student academic growth.</p> <p>Strategy's Expected Result/Impact: improvement of the PLC process and achieving High Reliability Schools Level 1 Certification</p> <p>Staff Responsible for Monitoring: APs, Principal</p>

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: We will continue to focus on recruiting qualified and diverse staff to mirror the diversity of our student population.

Evaluation Data Sources: HR reports, staff roster

Strategy 1 Details
<p>Strategy 1: To attend job fair with a diverse group of current Bradley staff to continue to entice highly qualified candidates who can help us match our diverse student population</p> <p>Strategy's Expected Result/Impact: For our staff to equally represent the diversity of our campus student population</p> <p>Staff Responsible for Monitoring: campus principal</p>

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: To continue to create and maintain common language, procedures, and expectations of common areas throughout campus

Evaluation Data Sources: CARE problem solving team agendas, discipline referrals

Strategy 1 Details
<p>Strategy 1: Monthly meetings with our campus CARE Foundations team to analyze discipline referrals and teacher feedback</p> <p>Strategy's Expected Result/Impact: reduction in student referrals and increase in staff awareness of expectations and procedures</p> <p>Staff Responsible for Monitoring: CARE Foundations problem solving team</p>

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: To increase the effectiveness, collaboration, and efficiency of our grade level teams working closely as Professional Learning Communities to increase our overall academic performance

Evaluation Data Sources: streamlined student intervention and enrichment opportunities, production of high rigor campus assessments, and increase in student performance equally across grade levels

Strategy 1 Details
<p>Strategy 1: Teachers will attend various PD throughout the year provided by Solution Tree to enhance our performance of PLCs across campus</p> <p>Strategy's Expected Result/Impact: An increase of student performance across all grade levels and subjects</p> <p>Staff Responsible for Monitoring: admin, instructional coach, classroom teachers</p>

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: To increase the level of parent involvement at Bradley Elementary by re-installing our Watch DOGs program safely by following the current CISD COVID level throughout the year

Evaluation Data Sources: participation in our campus Watch DOG kick off, registration of Watch DOGs, and volunteers on campus as allowed to serve as a Watch DOG

Strategy 1 Details
<p>Strategy 1: By following the health and safety expectations for the current CISD COVID levels, we will re-implement our Watch DOG program.</p> <p>Strategy's Expected Result/Impact: increase parent involvement, voice, and connection with the school</p> <p>Staff Responsible for Monitoring: Principal and counselor</p>

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: To increase the effectiveness, collaboration, and efficiency of our grade level teams working closely as Professional Learning Communities

Evaluation Data Sources: PLC agendas

Strategy 1 Details
Strategy 1: Teachers will attend various PD throughout the year provided by Solution Tree to enhance our performance of PLCs across campus
Strategy 2 Details
Strategy 2: Continue with weekly PLCs that include documentation of agendas with topics that focus on student academic success, intervention, and enrichment Strategy's Expected Result/Impact: improvement across all grade levels/all subjects as a result of collaborative planning Staff Responsible for Monitoring: admin, classroom teachers

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: To increase the fluid use of technology as an effective tool for instruction

Evaluation Data Sources: Monthly Tech Tuesdays with tech campus coach, data collection on teacher/grade set technology goals, observation, data reports

Strategy 1 Details
<p>Strategy 1: Teachers will participate in monthly Tech Tuesdays that are differentiated for grade level and teacher learning</p> <p>Strategy's Expected Result/Impact: The use of technology will become more streamlined as an effective tool to enhance instruction</p> <p>Staff Responsible for Monitoring: Admin and campus tech coach</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Instructional Coach		\$40,381.00
1	1	1	Tutor		\$9,458.00
1	2	1	Math Instructional Coach		\$40,381.00
1	2	1	Tutor		\$9,458.00
Sub-Total					\$99,678.00
Budgeted Fund Source Amount					\$99,678.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Tutorials		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher's College Project		\$20,000.00
1	1	2	Storage for Classroom Libraries		\$8,623.00
1	1	2	Units of Study Phonics and Bridge the Gap		\$7,840.00
1	1	2	Instructional Materials		\$7,212.00
1	1	2	Subs for When Readers Struggle Professional Development		\$15,600.00
1	2	1	Guided Math Consultant for 2022-2023		\$35,000.00
1	2	2	Dream Box (2 years)		\$16,000.00
1	2	2	Chromebook Cart		\$11,147.00
1	3	1	Marzano HRS Staff Development		\$12,000.00
1	4	1	Solution Tree PLC PD		\$12,000.00
1	5	3	Instructional Aide for Small Groups (2 years)		\$58,261.00

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Subs for Long Term Planning		\$62,400.00
Sub-Total					\$266,083.00
Budgeted Fund Source Amount					\$266,083.00
+/- Difference					\$0.00
Grand Total					\$369,261.00