



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Bradley Elementary

Rating: B

## GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

*MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL*

### ACCOUNTABILITY

**DOMAIN I: STUDENT ACHIEVEMENT** - Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

**DOMAIN II: SCHOOL PROGRESS** - Measures district and campus outcomes in two areas:

**Part A: Academic Progress** –the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.

**Part B: Relative Performance** – the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

**DOMAIN II OBJECTIVES:** Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

**DOMAIN III: CLOSING THE GAPS** - Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).

Distinction Designations Earned:

- Comparative Academic Growth;
- Comparative Closing the Gaps

### ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** 85% of all students will score Approaches Grade Level Standards and 58% at the Meets Grade Level Standard for both reading and math state assessments.

#### STRATEGY DESCRIPTION(S):

- Teachers will provide support individual academic growth through the implementation and consistency of small group instruction to meet the needs of the students in math, reading, and writing.
- Teachers, administrators and our instructional coach will review data in preset data meetings looking for both growth and academic needs for students and across the grade level.

### READING/ELA

#### PERFORMANCE OBJECTIVE:

77% of economically disadvantaged students will score Approaches Grade Level Standards and 45% will score Meets on reading assessment.

#### STRATEGY DESCRIPTION(S):

- Teachers will work with the campus instructional coach to learn and implement components of guided reading to meet the needs of the students.
- Students will receive differentiated instruction through guided reading as well as our intervention program BRAG (Be Responsible and Grow).
- Teachers will plan, write common assessments and analyze data with the campus instructional coach.



## WRITING

### PERFORMANCE OBJECTIVE:

75% of all students will score Approaches Grade Level Standards and 55% will score Meets Grade Level Standards on Writing assessment.

### STRATEGY DESCRIPTION(S):

- Teachers will attend professional development throughout the year provided by our campus instructional coach to learn and then implement writer's workshop with the use of Lucy Calkins resources.
- Teachers will document focus points from their small group or individual writing conferences with students to continue individual student writing progress.

## MATH

### PERFORMANCE OBJECTIVE:

78% of economically disadvantaged students will score Approaches Grade Level Standards and 49% will score at the Meets Grade Level Standard on Math assessment.

### STRATEGY DESCRIPTION(S):

- Students will receive differentiated instruction through guided math as well as our intervention program BRAG (Be Responsible and Grow).
- Teachers will plan, write common assessments and analyze data with the district instructional coach.

## SOCIAL STUDIES

**PERFORMANCE OBJECTIVE:** Provide classroom instruction utilizing differentiated instruction, quality questioning, cooperative learning and formative assessments.

### STRATEGY DESCRIPTION(S):

- Attend various staff developments focused on differentiated instruction, environment, and assessment.

## SCIENCE

**PERFORMANCE OBJECTIVE:** Provide hands on experiments and learning activities utilizing the 5-E Lesson Model.

### STRATEGY DESCRIPTION(S):

Check out and utilize resources and materials from the science equipment for students to use in the classroom .

## HEALTH

**PERFORMANCE OBJECTIVE:** 80 % of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

### STRATEGY DESCRIPTION(S):

- Initiate Girls on the Run
- Utilize technology that promotes student physical engagement and self-assessment and reflection.
- Provide relevant information to students that encourages healthy eating and lifestyles.

## AT-RISK AND SPECIAL POPULATIONS

**STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)**

Students will receive differentiated instruction to meet their instructional needs through small group instruction including guided reading, guided math, campus intervention program BRAG (Be Responsible and Grow), as dyslexia services as appropriate.

## POSTSECONDARY READINESS INDICATORS

### POST-SECONDARY READINESS

Attendance rate will increase from 97.13% in 2018/19 to 97.2% in 2019/20.



**Meet eligible campus Academic Achievement Distinction Designations (AADD)**

*50% of indicators will be in top quartile*

**Meet Top 25% in Student Progress Distinction Designations**

*Top quartile of campus comparison group in performance for student progress*

**Meet Top 25% in Closing Performance Gaps Distinction Designations**

*Top quartile of campus comparison group in performance for closing performance gaps*

**Meet eligible Postsecondary Readiness Distinction Designations**

*50% of indicators will be in top quartile*

**PERFORMANCE OBJECTIVE:**

85% of all students will meet Expected or Accelerated Growth Measure collectively for 4<sup>th</sup> grade Math and Reading state assessments.

**STRATEGY DESCRIPTION(S):**

- Administrators will call families whose child was absent to encourage daily attendance when the child is healthy and document as a parent contact in View It.
- When appropriate, attendance plans will be created with families whose children have excessive absences.
- Teachers and students will work together to set appropriate individual goals for both Math and Reading that will at least meet the expected growth for assessments.
- Teachers and students will chart assessment results in both math and reading to show progress towards meeting their goal of expected growth.

**FINANCIAL RESOURCES**

General Operating, Elementary and Secondary  
State Compensatory Education Funds  
Title Funds  
IDEA, Part B  
Bilingual Allotment Funds  
Gifted and Talented Allotment Funds

**ADDITIONAL RESOURCES**

Teacher Content Leadership Teams and District and Campus Instructional Coaches  
Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services  
Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos  
Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation  
Professional learning opportunities provided throughout the year.

**FORMATIVE EVALUATIONS**

**NOVEMBER, JANUARY**

Item analysis and data disaggregation of Benchmark assessments  
CISD Benchmarks at passing rate  
Staff Development: track number attending per campus; target for specific campus needs

**SUMMATIVE EVALUATIONS**

**JULY**

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

**PROJECT MANAGERS**

Principal; Assistant Principals; Campus Instructional Coach



## Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

**PERFORMANCE OBJECTIVE:** To recruit, retain and develop highly qualified teachers and staff for all students.

**STRATEGY DESCRIPTION(S):**

- Attend and recruit quality and diverse applicants from CISD Teacher Job Fair and university job fairs.
- Sponsor student teachers from various surrounding universities and actively support their learning during their field experience.
- Assign new teachers mentors during their first year of teaching to support their success.

<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Managers</b>	Principal, Assistant Principals

## Goal 3: PARENTS AND COMMUNITY

**PERFORMANCE OBJECTIVE:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

**STRATEGY DESCRIPTION(S):**

- Implement social media based videos for families to watch that provide information regarding important aspects of school such as attendance, working together as a team, and supporting academic success at home such as reading.
- Provide bulleted and brief weekly emails to parents communicating upcoming events and important information.
- Provide a more detailed monthly newsletter informing parents of specific information by grade level, subject, or activity.

<b>Financial Resources</b>	Campus budget, Title Funds
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative - November, January; Summative – July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
<b>Project Manager</b>	Principal, Assistant Principals, Counselor, Instructional Coach

## Goal 4: SAFE SCHOOLS

**PERFORMANCE OBJECTIVE:** To provide a safe and orderly school environment conducive to learning for all students and staff.

**STRATEGY DESCRIPTION(S):**

- Continue our campus wide positive, proactive instructional approach to behavior through implement of PBIS Foundations.
- Promote and celebrate monthly character traits.
- Continue with a staff based safety committee to review, revised, and oversee implementation of our safety procedures.

<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative- November, January; Summative - July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit

**Project Manager(s):** Principal, Assistant Principals, Counselor

## Goal 5: TECHNOLOGY

**PERFORMANCE OBJECTIVE:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.



**STRATEGY DESCRIPTION(S):**

- Provide monthly staff development and build teacher capacity to fully implement technology across the curriculum.

<b>Financial Resources</b>	Campus budget, Title Funds
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative - November, January; Summative - July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<b>Project Manager(s):</b>	Principal, Assistant Principals, Technology Liaison



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Reading Strategy 2; Math Strategy 1	Academic Tutorials	\$9,536.00	0.17
Technology Strategy 1	Technology for At-Risk Students	\$2,190.00	0.00
At-Risk Strategy 1	Instructional Support for At-Risk Students	\$62,470.00	1.00
Reading Strategy 2; Math Strategy 1	Instructional Materials for At-Risk Students	\$214.00	0.00
	<b>TOTAL SCE</b>	<b>\$74,410.00</b>	<b>1.17</b>

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1	Academic Tutorials	\$2,000.00	0.04
Technology Strategy 1	Technology	\$500.00	0.00
Reading Strategy 2	Books	\$500.00	0.00
At-Risk Strategy 1	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$3,500.00</b>	<b>0.04</b>



# Data Summary Report 2019-2020

Elementary/Intermediate Campus: Bradley Elementary

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

80% scored Approaches Grade Level Standards  
53% scored Meets Grade Level Standards  
28% scored Masters Grade Level Standards

#### 2019-2020 Goals:

85% will score Approaches Grade Level Standards  
58% will score Meets Grade Level Standards  
33% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

80% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

85% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

## ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

##### **Economically Disadvantaged Students**

69% scored Approaches Grade Level Standards  
43% scored Meets Grade Level Standards  
17% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

35% scored Approaches Grade Level Standards  
19% scored Meets Grade Level Standards  
8% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

74% scored Approaches Grade Level Standards  
48% scored Meets Grade Level Standards  
25% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

74% will score Approaches Grade Level Standards  
48% will score Meets Grade Level Standards  
22% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

40% will score Approaches Grade Level Standards  
24% will score Meets Grade Level Standards  
13% will score Masters Grade Level Standards

##### **Focus Student Group: African American**

79% will score Approaches Grade Level Standards  
53% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

##### **Economically Disadvantaged Students**

72% scored Approaches Grade Level Standards  
40% scored Meets Grade Level Standards  
20% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

33% scored Approaches Grade Level Standards  
17% scored Meets Grade Level Standards  
7% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

80% scored Approaches Grade Level Standards  
43% scored Meets Grade Level Standards  
30% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

77% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

38% will score Approaches Grade Level Standards  
22% will score Meets Grade Level Standards  
12% will score Masters Grade Level Standards

##### **Focus Student Group: African American**

85% will score Approaches Grade Level Standards  
48% will score Meets Grade Level Standards  
35% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>57%</u> scored Approaches Grade Level Standards  <u>45%</u> scored Meets Grade Level Standards  <u>2%</u> scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>14%</u> scored Approaches Grade Level Standards  <u>14%</u> scored Meets Grade Level Standards  <u>7%</u> scored Masters Grade Level Standards  <b>Focus Student Group: African American</b>  <u>67%</u> scored Approaches Grade Level Standards  <u>50%</u> scored Meets Grade Level Standards  <u>8%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>62%</u> will score Approaches Grade Level Standards  <u>50%</u> will score Meets Grade Level Standards  <u>7%</u> will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>19%</u> will score Approaches Grade Level Standards  <u>19%</u> will score Meets Grade Level Standards  <u>12%</u> will score Masters Grade Level Standards  <b>Focus Student Group: African American</b>  <u>72%</u> will score Approaches Grade Level Standards  <u>55%</u> will score Meets Grade Level Standards  <u>13%</u> will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>73%</u> scored Approaches Grade Level Standards  <u>44%</u> scored Meets Grade Level Standards  <u>23%</u> scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>47%</u> scored Approaches Grade Level Standards  <u>23%</u> scored Meets Grade Level Standards  <u>10%</u> scored Masters Grade Level Standards  <b>Focus Student Group: African American</b>  <u>73%</u> scored Approaches Grade Level Standards  <u>52%</u> scored Meets Grade Level Standards  <u>30%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>78%</u> will score Approaches Grade Level Standards  <u>49%</u> will score Meets Grade Level Standards  <u>28%</u> will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>52%</u> will score Approaches Grade Level Standards  <u>28%</u> will score Meets Grade Level Standards  <u>15%</u> will score Masters Grade Level Standards  <b>Focus Student Group: African American</b>  <u>78%</u> will score Approaches Grade Level Standards  <u>57%</u> will score Meets Grade Level Standards  <u>35%</u> will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>n/a%</u> scored Approaches Grade Level Standards  <u>n/a%</u> scored Meets Grade Level Standards  <u>n/a%</u> scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>n/a%</u> scored Approaches Grade Level Standards  <u>n/a%</u> scored Meets Grade Level Standards  <u>n/a%</u> scored Masters Grade Level Standards  <b>Focus Student Group: African American</b>  <u>n/a%</u> scored Approaches Grade Level Standards  <u>n/a%</u> scored Meets Grade Level Standards  <u>n/a%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>___%</u> will score Approaches Grade Level Standards  <u>___%</u> will score Meets Grade Level Standards  <u>___%</u> will score Masters Grade Level Standards  <b>Focus Student Group: Type Group Here</b>  <u>___%</u> will score Approaches Grade Level Standards  <u>___%</u> will score Meets Grade Level Standards  <u>___%</u> will score Masters Grade Level Standards  <b>Focus Student Group: Type Group Here</b>  <u>___%</u> will score Approaches Grade Level Standards  <u>___%</u> will score Meets Grade Level Standards  <u>___%</u> will score Masters Grade Level Standards</p>





SCIENCE

**2018-2019 Performance:**

**Economically Disadvantaged Students**  
n/a% scored Approaches Grade Level Standards  
n/a% scored Meets Grade Level Standards  
n/a% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
n/a% scored Approaches Grade Level Standards  
  % scored Meets Grade Level Standards  
n/a% scored Masters Grade Level Standards  
**Focus Student Group: African American**  
n/a% scored Approaches Grade Level Standards  
n/a% scored Meets Grade Level Standards  
n/a% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**  
 \_\_\_% will score Approaches Grade Level Standards  
 \_\_\_% will score Meets Grade Level Standards  
 \_\_\_% will score Masters Grade Level Standards  
**Focus Student Group: Type Group Here**  
 \_\_\_% will score Approaches Grade Level Standards  
 \_\_\_% will score Meets Grade Level Standards  
 \_\_\_% will score Masters Grade Level Standards  
**Focus Student Group: Type Group Here**  
 \_\_\_% will score Approaches Grade Level Standards  
 \_\_\_% will score Meets Grade Level Standards  
 \_\_\_% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		White, Special Ed (current)
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		White, Special Ed (current)
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

**NON-DISCRIMINATION STATEMENT**

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

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