

**Conroe Independent School District**  
**Bradley Elementary**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### Summary of the 2021-2022 STAAR campus results:

**TEA Rating:** A

**Distinctions:** ELA/Reading, Comparative Academic Growth, and Comparative Closing the Gaps

We also met all targets for Domain III: Closing the Gaps, 100%

#### Reading:

**Approaches:** 89% (from 76% 2021)

**Meets:** 66% (from 45% 2021)

**Masters:** 40% (from 25% 2021)

#### Math:

**Approaches:** 83% (from 75% 2021)

**Meets:** 54% (from 47% 2021)

**Masters:** 33% (from 31% 2021)

### Student Achievement Strengths

#### Implementation of Units of Study/Reading (K-2nd grade 2nd year; 3rd-4th grade initial year 2021-2022):

With the implementation of Units of Study/Reading in Kindergarten through 2nd grade in 2020-2021 then implementing it in 3rd and 4th grade 2021-2022, many students who started below grade level made significant progress. Not only is this noted in our end of year BAS data, but also with are tremendous increase in our reading STAAR scores.

### **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:** Students were still experiencing learning loss effects from previous interrupted school years.

**Problem Statement 2 (Prioritized):** HB3- Math scores in 3rd grade need to improve in the meets grade level or above scores. **Root Cause:** Students were still experiencing learning loss effects from previous interrupted school years.

**Problem Statement 3 (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 the first half of the year, there was not an emphasis on PLC planning for student achievement last year. This year, we start the year with face to face PLC meetings that include grade level teachers, math/ELA instructional coach and administrators.

**Problem Statement 4 (Prioritized):** Kindergarten end of year MClass data was below/well-below at 72% in phonemic awareness. **Root Cause:** Kindergarten team had a lack of targeted instruction and intervention.

**Problem Statement 5 (Prioritized):** Overall TELPAS proficiency scores increased one level and was at 36%. Next year's state expectation will be for 38% of the Emergent Bilingual students to grow one proficiency level in English as measured by the TELPAS assessment. This will help to contribute to the overall passing rate for the district. **Root Cause:** Students need more practice with speaking and oral language skills, and writing practice. Students in SPD not making progress due to disabilities and not able to exit from TELPAS.

**Problem Statement 6:** Lack of vertical alignment in curriculum and highly 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 progress paused due to COVID.

**Problem Statement 7:** Although we have improved approximately 5% across the campus for students ending the year on reading grade level, still about 40% of our students finished the year below grade level in reading. **Root Cause:** We are still recovering from COVID lack of instruction for our older students. In addition to supporting our 3rd and 4th grade readers with interventions and differentiated instruction, we also have a strong focus on providing targeted instruction with our younger readers.

**Problem Statement 8:** Kindergarten end of year MClass data was below/well-below at 42% in letter sounds. **Root Cause:** Kindergarten team had a lack of targeted instruction and intervention.

# 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. Again this past 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

### 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	47%	29%	16%	8%
2018	47%	29%	16%	8%
2019	44%	32%	14%	10%
2020	41%	32%	16%	11%
2021	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

<b>Year</b>	<b>White</b>	<b>Hispanic</b>	<b>Black</b>	<b>Other</b>
2021-2022	71%	15%	10%	4%

While our staff and student diversity do not match yet, 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 4 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:

<b>Year</b>	<b>Total</b>
2017-18	117
2018-19	135
*2019-20	75
2020-21	122

\*COVID began March 2020

Currently, we have 34 referrals mid-September 2022.

Our 2 counselors provide guidance lessons to every classroom multiple times a year focusing on various life skills to support student success in the present and future. We also have initiated morning meetings that incorporate our character trait of the month that also tie 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, 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 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.

<b>Year</b>	<b>SAEs</b>	<b>TAEs</b>
2017-18	360	365

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

Currently, mid-September, we have 173 TAEs and 290 SAEs. We will continue to write these throughout the year.

### Culture and Climate Strengths

As a result of our day to day activities with each other as well as with our families and community, we are now recognized as a Certified Level I High Reliability School! 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:** Creating and maintaining a positive, supportive and transparent culture among our staff. **Root Cause:** Due to the continued increase in student enrollment, we continue to add allocations to Bradley Elementary, making it difficult to create and maintain a positive, supportive and transparent culture among our staff.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Since Bradley's first year, we have been a Watch DOGS campus. Our Watch DOGS orientation was scheduled for Tuesday, September 15, and was another huge success. Adult made role models and their children registered for the event that included pizza, games and activities, and information regarding our Watch DOGS expectations and schedules. We conclude the evening event with almost all available Watch DOGS dates covered with Watch DOGS volunteers.

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. Last spring, our academic night focused on our 3rd and 4th graders as we shared specific information regarding STAAR. This year, we plan to return to our original nights to include PreK-4th grade families.

## 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, BoosterThon, each year. Our families also sponsor, volunteer, and participate in family events such as Trunk or Treat, drive in movies, and other various student/parent activities together at Bradley.

We have revamped the structure of our monthly newsletter, the Bradley Broadcast, and added a survey section to allow us to solicit information from our Bradley families on a regular basis.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Lacking volunteers with instructional activities as well as extra curricular events. **Root Cause:** Due to COVID, parents have not had the opportunity or confidence to safely be active and engaged in our learning community.



# Priority Problem Statements

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

**Root Cause 2:** Students were still experiencing learning loss effects from previous interrupted school years.

**Problem Statement 2 Areas:** Student Achievement

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

**Root Cause 3:** Students were still experiencing learning loss effects from previous interrupted school years.

**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 the first half of the year, there was not an emphasis on PLC planning for student achievement last year. This year, we start the year with face to face PLC meetings that include grade level teachers, math/ELA instructional coach and administrators.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 1:** Kindergarten end of year MClass data was below/well-below at 72% in phonemic awareness.

**Root Cause 1:** Kindergarten team had a lack of targeted instruction and intervention.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 5:** Overall TELPAS proficiency scores increased one level and was at 36%. Next year's state expectation will be for 38% of the Emergent Bilingual students to grow one proficiency level in English as measured by the TELPAS assessment. This will help to contribute to the overall passing rate for the district.

**Root Cause 5:** Students need more practice with speaking and oral language skills, and writing practice. Students in SPD not making progress due to disabilities and not able to exit from TELPAS.

**Problem Statement 5 Areas:** Student Achievement

# 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- 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
- 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

## 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

- 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

#### **Support Systems and Other Data**

- Communications 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 percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 63% to 68%.

### HB3 Goal

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All ELA gen ed teachers PreK-4th grade, special education teachers, and other teachers who volunteered will participate and complete the required Reading Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers to successfully complete the Reading Academy by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, District Reading Academy Specialist, participating teachers</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support ELA teachers new to Bradley and/or ELA by providing PD, materials, and coaching as they learn and implement Units of Study.</p> <p><b>Strategy's Expected Result/Impact:</b> All ELA teachers will provide small group, targeted and direct instruction in reading based on the Units of Study model.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus ELA coach, district ELA coach</p> <p><b>Problem Statements:</b> Student Achievement 1, 3, 4</p> <p><b>Funding Sources:</b> BAS - ESSER III - \$2,300, Classroom Teacher Allocations - ESSER III - \$298,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

### Performance Objective 1 Problem Statements:

## Student Achievement

**Problem Statement 1:** HB3- Reading scores in 3rd grade need to improve the meets grade level or above scores. **Root Cause:** Students were still experiencing learning loss effects from previous interrupted school years.

**Problem Statement 3:** 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 the first half of the year, there was not an emphasis on PLC planning for student achievement last year. This year, we start the year with face to face PLC meetings that include grade level teachers, math/ELA instructional coach and administrators.

**Problem Statement 4:** Kindergarten end of year MClass data was below/well-below at 72% in phonemic awareness. **Root Cause:** Kindergarten team 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:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 51% to 56%.

**HB3 Goal**

**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will continue with the implementation of Dreambox that we started Spring 2022 allowing students to engage in 1:1 differentiated instruction to fill math gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students participating weekly in Dreambox with their teacher's supervision</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus math coach, math teachers</p> <p><b>Funding Sources:</b> Dreambox - ESSER III - \$8,000, Campus Math Coach - ESSER III - \$81,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Math classes to provide differentiated and targeted small group math instruction to all students K-4.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, math campus coach, math teachers</p> <p><b>Problem Statements:</b> Student Achievement 2, 3</p> <p><b>Funding Sources:</b> Math in Practice - ESSER III - \$800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> HB3- Math scores in 3rd grade need to improve in the meets grade level or above scores. <b>Root Cause:</b> Students were still experiencing learning loss effects from previous interrupted school years.</p>

## Student Achievement





**Problem Statement 3:** 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 the first half of the year, there was not an emphasis on PLC planning for student achievement last year. This year, we start the year with face to face PLC meetings that include grade level teachers, math/ELA instructional coach and administrators.

**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 percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 66% to 71%.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All ELA gen ed teachers PreK-4th grade, special education teachers, and other teachers who volunteered will participate and complete the required Reading Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers to successfully complete the Reading Academy by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, District Reading Academy Specialist, participating teachers</p> <p><b>Problem Statements:</b> Student Achievement 1, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support ELA teachers new to Bradley and/or ELA by providing PD and coaching as they learn and implement Units of Study.</p> <p><b>Strategy's Expected Result/Impact:</b> All ELA teachers will provide small group, targeted and direct instruction in reading based on the Units of Study model.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus ELA coach, district ELA coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Materials and support for new to CISD teachers - Title III - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> HB3- Reading scores in 3rd grade need to improve the meets grade level or above scores. <b>Root Cause:</b> Students were still experiencing learning loss effects from previous interrupted school years.</p>



## Student Achievement





**Problem Statement 4:** Kindergarten end of year MClass data was below/well-below at 72% in phonemic awareness. **Root Cause:** Kindergarten team 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 4:** Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 54% to 59%.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will continue with the implementation of Dreambox that we started Spring 2022 allowing students to engage in 1:1 differentiated instruction to fill math gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students participating weekly in Dreambox with their teacher's supervision</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus math coach, math teachers</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Math classes to provide differentiated and targeted small group math instruction to all students K-4.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, math campus coach, math teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**





Student Achievement
<p><b>Problem Statement 2:</b> HB3- Math scores in 3rd grade need to improve in the meets grade level or above scores. <b>Root Cause:</b> Students were still experiencing learning loss effects from previous interrupted school years.</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 Kindergarten students that score at or above grade level on the end of year mCLASS phonemic awareness from 28% to 33%.

**Evaluation Data Sources:** mCLASS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Retrain kindergarten teachers on the testing expectations and procedures for mCLASS.  <b>Strategy's Expected Result/Impact:</b> Teachers will be confident in testing and scoring students accurately.  <b>Staff Responsible for Monitoring:</b> District Reading Academy specialist, campus ELA coach, principal  <b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kindergarten teachers will provide daily face to face phonemic instruction with the use of Heggerty and Phonics Units of Study.  <b>Strategy's Expected Result/Impact:</b> All kindergarten students will receive direct phonemic awareness instruction.  <b>Staff Responsible for Monitoring:</b> Principal, campus ELA coach, kindergarten teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Performance Objective 5 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> HB3- Reading scores in 3rd grade need to improve the meets grade level or above scores. <b>Root Cause:</b> Students were still experiencing learning loss effects from previous interrupted school years.</p>

**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 use funds to support instruction and campus growth before the end of year deadlines.

**Evaluation Data Sources:** Regular budget audits and reviews





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Include the campus secretary in weekly core/admin meetings to review budget and deadlines.  <b>Strategy's Expected Result/Impact:</b> Funds to be used timely throughout the year to support instruction and growth.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secretary</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** Continue to grow and prepare our two assistant principals to be future principals in CISD.

**Evaluation Data Sources:** EOY evaluations





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> With the leadership of one of our assistant principals, we will continue our journey as a certified High Reliability School starting with the process for Level II: Effective Teaching in Every Classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> To become a Level II HRS by August 2024</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> With the leadership of one of our assistant principals, we will continue our progress to create and sustain highly functioning PLCs throughout our campus.</p> <p><b>Strategy's Expected Result/Impact:</b> PreK-4th grade teachers to actively participate in PLCs focused on intervention and instruction for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, campus coaches</p> <p><b>Funding Sources:</b> Solution Tree Training and Resources - ESSER III - \$5,905</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 of our student body.

**Evaluation Data Sources:** HR reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend the CISD job fair with along with a diverse representation of current staff searching and recruiting diverse, quality applicants.</p> <p><b>Strategy's Expected Result/Impact:</b> To continue to make strives for our staff demographics to match our student demographics.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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:** Implement 2 way communication with our parents and visitors.

**Evaluation Data Sources:** Campus monthly newsletter





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will add a section to our monthly newsletter, The Bradley Broadcast, to collect information from our parents to instill a 2-way communication source.</p> <p><b>Strategy's Expected Result/Impact:</b> To quickly receive information from our parents easily.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus communicator</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collect data from our visitors to improve our procedures and experiences during parent visits.</p> <p><b>Strategy's Expected Result/Impact:</b> We will add a quick survey to our check out process for our visitors to complete.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, HRS team, receptionist</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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**Performance Objective 2:** Parents will return as active members of our Bradley campus as PTO and Watch DOG volunteers.

**Evaluation Data Sources:** Visitor check ins, Watch DOGS orientation and volunteers, PTO volunteers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will relaunch our Watch DOGS program. <b>Strategy's Expected Result/Impact:</b> To increase the number of male role models and volunteers at Bradley on a regular basis <b>Staff Responsible for Monitoring:</b> Counselors  <b>Funding Sources:</b> Counselor - ESSER II - \$80,000	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







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**Performance Objective 3:** We will implement daily door checks by admin and CISD police to ensure secure and working exterior doors.

**Evaluation Data Sources:** Principal, Assistant Principals, MEOP





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Admin will walk the campus every morning after announcements to secure all exterior doors. <b>Strategy's Expected Result/Impact:</b> All exterior doors will be locked and properly maintained for top security. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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**Performance Objective 4:** We will continue to meet the health and safety needs of our campus and community.

**Evaluation Data Sources:** door audits, visitor checks, health updates in newsletter

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Our monthly newsletter will include a health and safety section providing up to date and relevant information to help keep our students and staff safe.</p> <p><b>Strategy's Expected Result/Impact:</b> increased attendance with healthy students and staff</p> <p><b>Staff Responsible for Monitoring:</b> nurse, clinic aide, registrar, principal, assistant principals</p> <p><b>Funding Sources:</b> Nurse and Clinic Aide - ESSER III - \$100,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**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:** LEP/Emergent bilingual/ESL student progress on TELPAS will increase from an average of 35% to at least 40% of students growing more than one proficiency level.

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LEP students will participate in small group, direct instruction with teachers and tutors in math and reading as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> This student group will improve in Reading, Writing, Speaking, and Listening as documented in TELPAS reports.</p> <p><b>Problem Statements:</b> Student Achievement 5</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 5:</b> Overall TELPAS proficiency scores increased one level and was at 36%. Next year's state expectation will be for 38% of the Emergent Bilingual students to grow one proficiency level in English as measured by the TELPAS assessment. This will help to contribute to the overall passing rate for the district. <b>Root Cause:</b> Students need more practice with speaking and oral language skills, and writing practice. Students in SPD not making progress due to disabilities and not able to exit from TELPAS.</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 2:** As appropriate, all students will be monitored for academic success with interventions provided as necessary.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Small group RtI Tier II and III as needed  <b>Funding Sources:</b> Instructional Aide - ESSER III - \$15,000	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During school pull out and after school tutoring  <b>Funding Sources:</b> Tutoring - State Comp Ed - \$151,280	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** Continue to incorporate technology into our day to day instruction.

**Evaluation Data Sources:** Google share drives

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and utilize team share google drives for instructional planning <b>Strategy's Expected Result/Impact:</b> Teachers/teams to have newly created shared google drives to store and record plans for instruction	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# 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**

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# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Materials and support for new to CISD teachers		\$4,000.00
<b>Sub-Total</b>					\$4,000.00
<b>Budgeted Fund Source Amount</b>					\$4,000.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Tutoring		\$151,280.00
<b>Sub-Total</b>					\$151,280.00
<b>Budgeted Fund Source Amount</b>					\$151,280.00
<b>+/- Difference</b>					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Counselor		\$80,000.00
<b>Sub-Total</b>					\$80,000.00
<b>Budgeted Fund Source Amount</b>					\$80,000.00
<b>+/- Difference</b>					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	BAS		\$2,300.00
1	1	2	Classroom Teacher Allocations		\$298,000.00
1	2	1	Dreambox		\$8,000.00
1	2	1	Campus Math Coach		\$81,000.00
1	2	2	Math in Practice		\$800.00
2	2	2	Solution Tree Training and Resources		\$5,905.00
4	4	1	Nurse and Clinic Aide		\$100,000.00
5	2	1	Instructional Aide		\$15,000.00
<b>Sub-Total</b>					\$511,005.00

<b>ESSER III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
				<b>Budgeted Fund Source Amount</b>	\$511,005.00
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$746,285.00
				<b>Grand Total Spent</b>	\$746,285.00
				<b>+/- Difference</b>	\$0.00