

**Campus Improvement Plan
2016-2017**

Elementary/Intermediate Campus: Broadway Elementary

Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, and Science.*
K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

Successful Completion of High School

- *Index 4: Post-secondary Readiness* STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.
- *Post-secondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 91% of All students combined over all subject areas met Level II standard. In 2021-2022, 95% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 95% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Increase Attendance Rate from 97.0% to 97.2%
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 56. In 2016-2017, the Index 2 Score will be 58. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students. • Continue to implement CISD Best Practices through the Communities of Learning Pilot Program with assistance from the literacy coach.

	<ul style="list-style-type: none"> • Implement TPSP (Texas Performance Standards Project) into classroom instruction to meet the needs of all gifted learners from 2nd – 4th grade. • Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a “refresher.” • Staff development will be provided through the fall and spring to Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students. • Collaboration of professional development between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction addressing the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K-4 for fidelity and integration of higher level thinking practices. • Implement TPSP (Texas Performance Standards Project) into classroom instruction to meet the needs of all gifted learners from 2nd – 4th grade. • Writing will be addressed in specific sessions at the August District Wide Staff Development. • Staff development will be provided through the fall and spring on the use of the Writing Workshop format to support writing in all genres. • Collaboration of professional development between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math student and / or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Implement TPSP (Texas Performance Standards Project) into classroom instruction to meet the needs of all gifted learners from 2nd – 4th grade. • Provide staff development and follow through for all math teachers in grades K-4 on the implementation of the new mathematics TEKS. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on Social Studies Alive! • Implement the interactive student notebook K-4th grade. • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers. • Implement TPSP (Texas Performance Standards Project) into classroom instruction to meet the needs of all gifted learners from 2nd – 4th grade. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E Lesson Model

	<p>(engage, explore, explain, elaborate, and evaluate).</p> <ul style="list-style-type: none"> • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Implement TPSP (Texas Performance Standards Project) into classroom instruction to meet the needs of all gifted learners from 2nd-4th grade. • Staff development will be provided to new science teachers in the areas of the 5-E lesson model during the Science Buffet for K-4th grades. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</p> <p>In 2015-2016, the Index 3 Score was 59 and included the student groups of Eco Dis, AA, and Hispanic. In 2016-2017, the Index 3 Score will be 61 and will include the student groups of Eco Dis, AA, and Hispanic.</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the school day. • Provide mentors to targeted at-risk students. • Provide RTI through Tier I research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Ensure collaboration between General Education teachers and Special Education teachers to plan, and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.
READING Performance Objectives	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 94% of Eco Dis students, 91% of Hispanic student group, and 92% of African American student group met Level II standard. In addition, 34% of Eco Dis students, 35% of Hispanic student group, and 27% of African American student group met Level III standard.</p> <p>In 2016-17, 95% of Eco Dis students, 92% of Hispanic student group, and 93% of African American student group will meet Level II standard. In addition, 35% of Eco Dis students, 36% of Hispanic student group, and 28% of African American student group will meet Level III standard.</p> <p>Target Reading Reporting Category 3: Third and Fourth grade – The student will demonstrate an ability to understand and analyze informational texts.</p>
Focus Strategies	<ul style="list-style-type: none"> • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading. • Continue to implement CISD Best Practices through the Communities of Learning Pilot Program with assistance from the literacy coach. • The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading Instruction. • Provide intensive, systematic tutoring for identified at-risk students during the school day.
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 83% of Eco Dis students, 76% of Hispanic student group, and 81% of African American student group met Level II standard. In addition, 17% of Eco Dis students, 21% of Hispanic student group, and 19% of African American student group met Level III standard.</p> <p>In 2016-17, 84% of Eco Dis students, 80% of Hispanic student group, and 82% of African American student group will meet Level II standard. In addition, 18% of Eco Dis students, 22% of Hispanic student</p>

	<p>group, and 20% of African American student group will meet Level III standard.</p> <p>Target: Reporting Category: Fourth grade – W1 The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model. • Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer’s Workshop approach to teaching writing using the Lucy Calkins Units of Study. • Focus on evidence based best practices specifically for serving students with disabilities. • Provide intensive, systematic tutoring for identified at-risk students during the school day.
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 98% of Eco Dis students, 94% of Hispanic student group, and 87% of African American student group met Level II standard. In addition, 28% of Eco Dis students, 39% of Hispanic student group, and 32% of African American student group met Level III standard.</p> <p>In 2016-17, 99% of Eco Dis students, 95% of Hispanic student group, and 88% of African American student group will meet Level II standard. In addition, 29% of Eco Dis students, 40% of Hispanic student group, and 33% of African American student group will meet Level III standard.</p> <p>Target Reporting Category: Third grade – Computations and Algebraic Relationship, Fourth grade – Geometry and Measurement.</p>
Focus Strategies	<ul style="list-style-type: none"> • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K-4.
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Design units based on enduring understandings that answer essential questions.
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • Improve science vocabulary using Marzano’s Six Step Process for building academic vocabulary. • Continue to implement the robotics program and attend the necessary training for staff.
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. • Track and evaluate students’ level of health-related fitness by conducting two Fitness Gram assessments per year in the fall and spring. Develop an Action Plan to address areas of weakness. • Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.

	<ul style="list-style-type: none"> All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
Index 4: POST-SECONDARY READINESS OBJECTIVES	INDEX 4: POST-SECONDARY READINESS In 2015-2016 58% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. In 2016-2017, 59% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments. Increase Attendance Rate from 97.0% to 97.2%
Focus Strategies	<ul style="list-style-type: none"> Implement TPSP (Texas Performance Standards Performance) into classroom instruction to meet the needs of all gifted learners from 2nd – 4th grade. Reward individual student attendance with a Perfect Attendance Award for each marking period. Initiate class level incentives for each marking period to improve yearly attendance.
Financial Resources	Campus budget SCE, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> Ensure the appropriate certification for professionals and paraprofessionals. Provide mentor support for beginning teachers. Recruit and retain highly qualified staff by participating in the CISD hosted job fair. Improve qualification of teachers by providing opportunities to attend workshops and training sessions.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

	CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.
	<p>Indicator 1 Gifted and Talented Program Focus Strategies</p> <ul style="list-style-type: none"> • Implement TPSP (Texas Performance Standards Performance) into classroom instruction to meet the needs of all gifted learners from 2nd – 4th grade. • Provide multiple opportunities for teachers to become GT certified. <p>Indicator 2 Community and Parent Involvement Focus Strategies</p> <ul style="list-style-type: none"> • Provide information and curriculum nights for parents to fully understand the rigor of the CISD curriculum and assessments. • Provide opportunities for parents and community members to participate in academic and social events with students. <p>Indicator 3 Dropout Prevention Strategies Focus Strategies</p> <ul style="list-style-type: none"> • Utilize the CHAMPS approach school wide. • Utilize the mentor program for identified students.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring all visitors' sign in with a valid government issued ID and wear visitor badges in the school.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5 TECHNOLOGY

Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development of integration of technology across the curriculum. • Provide meaningful opportunities for students to access technology for learning.
Financial Resources	Campus budget Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

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.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Close the Achievement Gap: Strategy 1 Reading: Strategy 5 Writing: Strategy 4 Math: Strategy 2	Academic Tutorials	5,000	.13
Close the Achievement Gap: Strategy 1 Reading: Strategy Math: Strategy 2	Instructional Materials for At-Risk Students	2,080	.00
	TOTAL SCE	7,080	.13

**Resources Allocated for Title III
2016-2017 School Year**

Title III LEP			
Closing the Achievement Gap: Strategy 1	Extra Duty Tutorials	1,000	.02
Closing the Achievement Gap: Strategy 1	Technology	500	.00
Closing the Achievement Gap: Strategy 1	Books	200	.00
Closing the Achievement Gap: Strategy 1	Instructional Materials	550	.00
	TOTAL Title III LEP	2,250	.02