

**Campus Improvement Plan
2017-2018
Elementary/Intermediate Campus: Broadway Elementary
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 89% Approaching Grade Level Standard. Goal for 2017-2018 92% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 76% of students met or exceeded progress. 39% of students exceeded progress. Goal for 2017-2018 80% of students will meet or exceed progress. 41% of students will exceed progress.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated 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 and writing. • Address rigor of questioning in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices.

	<ul style="list-style-type: none"> • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
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 genres bridging from the Genre Study implementation. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
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. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.
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-4.
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 (engage, explore, explain, elaborate, and evaluate). • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
<u>CLOSING PERFORMANCE GAPS OBJECTIVES</u>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 81% scored Approaching Grade Level Standards 24% scored Mastering Grade Level Standards Goal for 2017-2018: 83% will score Approaching Grade Level Standards 27% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 88% scored Approaching Grade Level Standards 26% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 89% scored Approaching Grade Level Standards 38% scored Mastering Grade Level Standards Goal for 2017-2018: 91% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day. • Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.

	<ul style="list-style-type: none"> • Provide RTI through Tier 1 research-based best practices and TIER II and III targeted and specific interventions to facilitate academic improvement for identified students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. District Safeguard (DSG). • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 77% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 27% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 81% scored Approaching Grade Level Standards 34% scored Mastering Grade Level Standards Goal for 2017-2018: 83% will score Approaching Grade Level Standards 36% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 87% scored Approaching Grade Level Standards 37% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: Fourth Grade – Reporting Category 3: Understanding/Analysis of Informational Texts; and Third Grade – Reporting Category 2: Understanding/Analysis of Literary Texts Reading Performance Safeguard Target: Special Education (CSG)</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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. • Provide intensive systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 79% scored Approaching Grade Level Standards 14% scored Mastering Grade Level Standards Goal for 2017-2018: 81% will score Approaching Grade Level Standards 17% will score Mastering Grade Level Standards</p>

	<p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 84% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards Goal for 2017-2018: 86% will score Approaching Grade Level Standards 32% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: Reporting Category 1: Composition</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins for grades K-4 for fidelity and integration of higher level thinking practices. • Explicitly teach grammar and conventions within the context of the CISD Reads Writers' Workshop model implementing Mentor Sentences and other research based best practices. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 88% scored Approaching Grade Level Standards 27% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 91% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 93% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 93% scored Approaching Grade Level Standards 44% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 46% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: Fourth Grade; and Third Grade – Reporting Category 3: Geometry and Measurement</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. (DSG)

SOCIAL STUDIES Performance Objectives	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.
Focus Strategies	<ul style="list-style-type: none"> • Emphasize classroom instruction utilizing Differentiated Instruction, Quality Questioning, and Cooperative Learning. • Design units based on enduring understandings that answer essential questions. • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
SCIENCE Performance Objectives	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.
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. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time. • Ensure that students have adequate amounts of space to move and play safely.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS	
CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 97% in 2016/17 to 98% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p>
Focus Strategies	<ul style="list-style-type: none"> • Implement “Be Bold, Be Here” attendance incentives in the classroom. • Continue the electronic tardy/early release sign-out system to make parents aware of missed instructional time. • Make parent contacts by the teacher and an administrator to discuss student absences.
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
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF
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Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure that there are appropriate certification and highly qualified requirements for professional and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to attend training.
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.
Focus Strategies	<ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e-newsletters, email announcements, campus meetings, and other sources. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide information nights, curriculum nights, and parent / teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.
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
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-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. • Promote clubs and organizations in areas of interest to promote student involvement in 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. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • 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
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
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing the Performance Gap: Strategy 1	Academic Tutorials	5,175	.09
Closing the Performance Gap: Strategy 1	Instructional Materials for At-Risk Students	1,266	.00
	TOTAL SCE	6,441	.09

**Resources Allocated for Title III
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Performance Gap: Strategy 1	Extra Duty Tutorials	2,000	.04
Closing the Performance Gap: Strategy 1	Technology	500	.00
Closing the Performance Gap: Strategy 1 Reading: Strategy 1	Books	500	.00
Closing the Performance Gap: Strategy 1 Reading: Strategy 1	Instructional Materials	500	.00
	TOTAL Title III LEP	3,500	.04