

Conroe Independent School District
Broadway Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Broadway Elementary performance on the STAAR assessments for the last three years are as follows:

Overall STAAR Results	2018/2019	2021/2022	2022/2023
Domain 1 - Student Achievement	91/A	92/A	91/A
Domain 2 - School Progress	83/B	86/B	2A - 72/C 2B - 75/C
Domain 3 - Closing Performance Gaps	100/A	98/A	N/A
Overall Accountability	94/A	94/A	86/B
Distinctions	1: Domain 3	None	None
Attendance	97.3%	94.97%	95.33%
Enrollment	1,065	1,299	1,366

3rd Grade RLA	2018/2019	2021/2022	2022/2023
Approaches	84%	77%	89%
Meets	66%	89%	70%
Masters	43%	71%	35%

3rd Grade Math	2018/2019	2021/2022	2022/2023
Approaches	89%	84%	91%
Meets	67%	62%	67%
Masters	42%	36%	39%

4th Grade RLA	2018/2019	2021/2022	2022/2023
Approaches	92%	90%	94%
Meets	66%	73%	67%
Masters	43%	42%	35%

4th Grade Math	2018/2019	2021/2022	2022/2023
Approaches	94%	91%	83%
Meets	77%	65%	60%
Masters	56%	40%	34%

Student Achievement Strengths

During the 2022-2023 school year, the overall percentage of students achieving approaches or higher in 3rd grade math and reading and 4th grade reading increased. Over the past 3 years, Domain 1: Student Achievement is consistently averaging 91/A.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): On the 2022-2023 STAAR Assessments, 4th grade Academic Growth fell into the C range for both math and reading. **Root Cause:** Lack of consistent data driven instruction and reflection on Tier 1 best practices.

Problem Statement 2 (Prioritized): On the 2022-2023 STAAR Assessments, 28 fourth grade students in Reading Language Arts and 18 fourth grade students in math dropped from masters to meets. **Root Cause:** Lack of data driven instruction and effective PLC planning.

Problem Statement 3 (Prioritized): On the 2022-2023 STAAR Assessments, 9 out of 26 fourth grade students in RLA and 24 out of 35 4th grade students in math who received accelerated instruction did not show growth from previous year's STAAR. **Root Cause:** Inconsistent intervention and accelerated instruction not beginning until October.

Problem Statement 4 (Prioritized): On the 2022-2023 STAAR Assessments, Domain 2: Academic Growth dropped resulting in a decrease in our overall campus performance. **Root Cause:** Inconsistent protocols in regard to tracking student data during grade level PLC meetings. With a consistent protocol, we can identify the needs quickly and create an action plan to be followed.

Problem Statement 5 (Prioritized): Teachers need a consistent format for tracking student data to improve Domain 2: Academic Growth. **Root Cause:** Broadway needs a student goal tracking system where teachers and students are setting and tracking student goals.

Culture and Climate

Culture and Climate Summary

The OHI from the 2022/2023 school year showed overall improvement in all areas. In the 2022-2023 school year, Broadway had a culture and climate committee that met monthly to improve overall staff morale, building climate and culture. This committee organized and planned monthly luncheons, and staff celebrations.

Our positive behavioral interventions and support (PBIS) program includes our Star Coupon reward system. Students can receive star coupons for displaying positive behavior and excellent character. Once students receive 10 coupons, they can “cash” them in to be featured in the Hall of Fame Drive. Hall of Fame Drives were held 4 times throughout the year after school. Parents decorated their cars and the parade took place on our bus ramps. The staff stands on the parade route with music and cheer on the students as they drive through the parade.

Broadway Elementary’s Comprehensive Counseling Program includes character development which introduces a new character trait each month. The counselors provide research based lessons to teachers that are delivered daily during Morning Meeting. In addition, these character traits are incorporated into daily announcements, and celebrated through our Hall of Fame. Counselors utilize teacher feedback to guide their classroom guidance lessons. The counselors push into every classroom once each nine weeks and present their character lessons which are tailored to the needs of each individual classroom. Finally, our comprehensive counseling program includes individual and group counseling as needed.

PTO adds to our school culture and climate in a positive manner. They provide lunch for our staff once every month. They purchase large monetary items for our teachers and students every year. They continue to provide educational subscriptions such as Dreambox and BrainPop for our students. In addition, they assist us financially during the 12 Days of Christmas and Teacher Appreciation Week so our staff feels appreciated. Every year, they allocate money for teachers to apply for grants through the PTO to purchase items for their classrooms.

The Foundations team meets monthly to address school wide concerns and procedures in order to provide a positive and safe learning environment for both students and staff. Some of our school practices that we have initiated through Foundations are CHAMPS procedures for common areas, dismissal procedures by dismissal zone, levels of misbehavior, and the school-wide master schedule.

Broadway offers several extracurricular activities for our students including Destination Imagination, Art Club, Honor Choir, Drama Club, Chess Club, and Gardening Club.

Culture and Climate Strengths

Broadway prides itself on having a positive, healthy culture and climate for all stakeholders. We have developed a warm and friendly school environment where all students, teachers, and community members feel welcome. We celebrate our students and their successes in many ways throughout the year. In addition, our staff celebrates one another’s successes and student successes through TAEs and SAEs. Staff satisfaction is evident in our low attrition rate and through the increase in our OHI results.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Based on data from the OHI, communication with faculty and staff did improve; however it is still a school-wide goal that we continue to improve both in communication and the overall OHI score. **Root Cause:** Dates/timelines and sharing of information with the staff were in several different locations, both electronically and physically which caused confusion.

Problem Statement 2 (Prioritized): A process was not in place for the staff to provide feedback to the administrative staff on campus systems, climate, and culture. **Root Cause:** Staff feel there was not a formal process for feedback which resulted in matters not being addressed in a timely manner.

Problem Statement 3 (Prioritized): There is a need to continue to develop and refine campus-wide Foundations procedures due to a change in zoning and fidelity of implementation. **Root Cause:** Clarity in Levels of Behavior and Foundations procedures were not implemented with fidelity across the campus.

Parent and Community Engagement

Parent and Community Engagement Summary

Broadway Elementary has a positive relationship with our Parent Teacher Organization. PTO members and parents work in our school building on a daily basis. PTO has a room where they work out of, store their supplies, and meet as a group for monthly meetings. PTO provides monthly luncheons, as well as various appreciation gifts for our staff throughout the school year. The PTO president meets with the principal monthly to discuss school events. PTO hosts multiple fundraisers throughout the year, as well as spirit nights, and is willing to assist our school in any way.

Broadway Elementary has a positive relationship with our community. We communicate with our families and community through Friday Newsletters, School Messenger Blasts, our campus Facebook Page, and our PTO Facebook Page.

Community businesses sponsor many of our school events through various donations to our school and PTO. We acknowledge our supporters through our newsletters, Hall of Fame t-shirts, and marquee.

Parent and Community Engagement Strengths

Broadway does a great job of including the community in our school through events such as:

- Academic nights
- Themed events with parents/guardians (ex. Fitness Fridays with Dads, Moving and Grooving with Moms, Dances, etc.)
- Hall of Fame Celebrations
- Book Fairs
- Spring Carnival
- Booster-thon Fund Raiser

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Our community needs the lines of communication with the school to be timely. **Root Cause:** There is not a clear system in which communication is disseminated through multiple sources including school staff, volunteers and social media.

Problem Statement 2 (Prioritized): Weekly newsletters that are sent home every Friday to our parents are not always utilized. **Root Cause:** The Friday newsletter that goes out to parents is burdensome because of its length. Some Fridays, our newsletters can be 10-13 pages making it difficult for parents to keep up with.

Priority Problem Statements

Problem Statement 1: On the 2022-2023 STAAR Assessments, 4th grade Academic Growth fell into the C range for both math and reading.

Root Cause 1: Lack of consistent data driven instruction and reflection on Tier 1 best practices.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: On the 2022-2023 STAAR Assessments, Domain 2: Academic Growth dropped resulting in a decrease in our overall campus performance.

Root Cause 2: Inconsistent protocols in regard to tracking student data during grade level PLC meetings. With a consistent protocol, we can identify the needs quickly and create an action plan to be followed.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: On the 2022-2023 STAAR Assessments, 9 out of 26 fourth grade students in RLA and 24 out of 35 4th grade students in math who received accelerated instruction did not show growth from previous year's STAAR.

Root Cause 3: Inconsistent intervention and accelerated instruction not beginning until October.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Teachers need a consistent format for tracking student data to improve Domain 2: Academic Growth.

Root Cause 4: Broadway needs a student goal tracking system where teachers and students are setting and tracking student goals.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: On the 2022-2023 STAAR Assessments, 28 fourth grade students in Reading Language Arts and 18 fourth grade students in math dropped from masters to meets.

Root Cause 5: Lack of data driven instruction and effective PLC planning.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Based on data from the OHI, communication with faculty and staff did improve; however it is still a school-wide goal that we continue to improve both in communication and the overall OHI score.

Root Cause 6: Dates/timelines and sharing of information with the staff were in several different locations, both electronically and physically which caused confusion.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Weekly newsletters that are sent home every Friday to our parents are not always utilized.

Root Cause 7: The Friday newsletter that goes out to parents is burdensome because of its length. Some Fridays, our newsletters can be 10-13 pages making it difficult for parents to keep up with.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Our community needs the lines of communication with the school to be timely.

Root Cause 8: There is not a clear system in which communication is disseminated through multiple sources including school staff, volunteers and social media.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: A process was not in place for the staff to provide feedback to the administrative staff on campus systems, climate, and culture.

Root Cause 9: Staff feel there was not a formal process for feedback which resulted in matters not being addressed in a timely manner.

Problem Statement 9 Areas: Culture and Climate

Problem Statement 10: There is a need to continue to develop and refine campus-wide Foundations procedures due to a change in zoning and fidelity of implementation.

Root Cause 10: Clarity in Levels of Behavior and Foundations procedures were not implemented with fidelity across the campus.

Problem Statement 10 Areas: Culture and Climate

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
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Support Systems and Other Data






- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

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: We will support every student in the area of phonics by providing daily phonics instruction in grades Kindergarten through Fourth grade using Benchmark Phonics with fidelity.

Strategy 1 Details		Formative Reviews		
Strategy 1: Professional Development provided by the district and campus ELA instructional coach on the new Benchmarks Phonics curriculum. Strategy's Expected Result/Impact: Staff will learn the new curriculum, which will improve students' overall reading performance. Staff Responsible for Monitoring: Administrators Campus Instructional Coach District Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative		
		Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:






Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Assessments, 4th grade Academic Growth fell into the C range for both math and reading. Root Cause: Lack of consistent data driven instruction and reflection on Tier 1 best practices.

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: Student growth in math fluency through daily instructional practices such as guided math, and other components of CISD Solves, in Kindergarten through Fourth Grade.

Evaluation Data Sources: Universal screeners, Common and Formative Campus Assessments, District Assessments, State Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: The recently allocated math instructional coach will lead campus-wide professional development on CISD solves components positively impacting student growth in math fluency. In addition, exemplar lessons are modeled at weekly bring to life planning sessions. Finally, the PLC model will be driven by data protocols and influenced by a school-wide student data tracking system. Strategy's Expected Result/Impact: We expect these strategies to positively improve student performance on math fluency resulting in overall improvement in all areas of math. Staff Responsible for Monitoring: Administrators Instructional Coach Math Huddle Teams TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Student Achievement
Problem Statement 5: Teachers need a consistent format for tracking student data to improve Domain 2: Academic Growth. Root Cause: Broadway needs a student goal tracking system where teachers and students are setting and tracking student 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 3: Increase student growth in 4th grade math from 68% to 73% on the 2024 STAAR Math assessment.

Evaluation Data Sources: Common and Formative Campus Assessments, District Assessments, State Assessments, Student Goal Tracking

Strategy 1 Details	Formative Reviews		
Strategy 1: The new PLC structure will include opportunities for learning walks, analyzing data through DDI and targeting high leverage TEKS through scripted reteach and targeted small group intervention, and weekly bring to life lessons. Strategy's Expected Result/Impact: Emphasis on data driven instruction and reflection on best teaching practices will positively impact student performance by allowing our teachers to focus on high-leverage concepts. Staff Responsible for Monitoring: Administrators Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:



Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Assessments, 4th grade Academic Growth fell into the C range for both math and reading. Root Cause: Lack of consistent data driven instruction and reflection on Tier 1 best practices.






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 Domain 2: Academic Growth from 70% to 75% utilizing our Math and ELA Instructional Coaches to lead our PLC meetings through DDI instruction and weekly bring to life teacher lessons, and modeled exemplar lessons.

Evaluation Data Sources: Common and Formative Campus Assessments, District Assessments, State Assessments, Student Goal Tracking

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement data protocols in PLC, data driven instruction, bring to life lesson planning weekly, and improve our PLC structure by calendaring PLC topics in advance. Strategy's Expected Result/Impact: Improved student growth in domain 2. Staff Responsible for Monitoring: Administrators Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math and Reading huddles will meet once a nine weeks to look at student gaps and vertically align our math and reading classes from grades Kindergarten through 4th grade. Strategy's Expected Result/Impact: Vertically align our grade level teachers to improve student growth in domain 2 Staff Responsible for Monitoring: Administrators Instructional Coach Teacher leaders who will be part of the huddles Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: The math and reading coach will assist in accelerated instruction interventions. Strategy's Expected Result/Impact: Improved student growth in domain 2 Staff Responsible for Monitoring: Administrators Instructional Coach Problem Statements: Student Achievement 3 Funding Sources: Math and ELA Instructional Coaches - State Comp Ed - \$154,330	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:






Student Achievement
<p>Problem Statement 1: On the 2022-2023 STAAR Assessments, 4th grade Academic Growth fell into the C range for both math and reading. Root Cause: Lack of consistent data driven instruction and reflection on Tier 1 best practices.</p> <p>Problem Statement 3: On the 2022-2023 STAAR Assessments, 9 out of 26 fourth grade students in RLA and 24 out of 35 4th grade students in math who received accelerated instruction did not show growth from previous year's STAAR. Root Cause: Inconsistent intervention and accelerated instruction not beginning until October.</p> <p>Problem Statement 4: On the 2022-2023 STAAR Assessments, Domain 2: Academic Growth dropped resulting in a decrease in our overall campus performance. Root Cause: Inconsistent protocols in regard to tracking student data during grade level PLC meetings. With a consistent protocol, we can identify the needs quickly and create an action plan to be followed.</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: On the 2024 STAAR assessment, increase 4th grade students combined scores in RLA and Math from 67% to 75% on Meets and from 36% to 41% on Masters.

Evaluation Data Sources: Common and Formative Campus Assessments, District Assessments, State Assessments, Student Goal Tracking

Strategy 1 Details	Formative Reviews		
Strategy 1: We will utilize the growth matrix after each assessment to identify, plan for, and intervene with students who are not performing at the meets and masters level that previously were. Strategy's Expected Result/Impact: By targeting these students, we will ensure that they maintain their level of performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Tutoring - State Comp Ed - \$3,409	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: On the 2022-2023 STAAR Assessments, 28 fourth grade students in Reading Language Arts and 18 fourth grade students in math dropped from masters to meets. Root Cause: Lack of data driven instruction and effective PLC planning.








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: Maintain efficient and effective fiscal management of resources and operations by meeting with the secretary weekly.

Evaluation Data Sources: Campus budgets
Audits

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The secretary and principal will meet weekly to go over financial activity in the school budget to ensure campus finances support instructional goals. Strategy's Expected Result/Impact: General budget, SCE funding, activity funds Staff Responsible for Monitoring: Principal Secretary Problem Statements: Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
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Problem Statement 5: Teachers need a consistent format for tracking student data to improve Domain 2: Academic Growth. Root Cause: Broadway needs a student goal tracking system where teachers and students are setting and tracking student goals.











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: Campus leadership team will meet bi-weekly to ensure teacher leaders, instructional coaches, and administrators have a shared vision for the campus.

Evaluation Data Sources: Agenda, feedback from staff, surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Our Grade Level Team Leaders will meet every other Monday after school . Meetings will consist of instructional information as well as procedural managerial items to be discussed as identified on the agenda. Strategy's Expected Result/Impact: Grade levels cohesive with one another. Effective communication between all grade levels and school leaders Staff Responsible for Monitoring: Team Leaders Administration Instructional Coaches Counselors Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 1, 2 - Parent and Community Engagement 1, 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Administration , Instructional Coaches, and Counselors will meet twice a week to calibrate on classroom visits and walk throughs, teacher concerns, student concerns, and school business. Strategy's Expected Result/Impact: Build effective communication between our administrative team. Staff Responsible for Monitoring: Administrators Counselors Instructional Coaches Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 1, 2 - Parent and Community Engagement 1, 2	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: On the 2022-2023 STAAR Assessments, 4th grade Academic Growth fell into the C range for both math and reading. **Root Cause:** Lack of consistent data driven instruction and reflection on Tier 1 best practices.

Problem Statement 2: On the 2022-2023 STAAR Assessments, 28 fourth grade students in Reading Language Arts and 18 fourth grade students in math dropped from masters to meets. **Root Cause:** Lack of data driven instruction and effective PLC planning.

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Problem Statement 5: Teachers need a consistent format for tracking student data to improve Domain 2: Academic Growth. **Root Cause:** Broadway needs a student goal tracking system where teachers and students are setting and tracking student goals.

Culture and Climate

Problem Statement 1: Based on data from the OHI, communication with faculty and staff did improve; however it is still a school-wide goal that we continue to improve both in communication and the overall OHI score. **Root Cause:** Dates/timelines and sharing of information with the staff were in several different locations, both electronically and physically which caused confusion.

Problem Statement 2: A process was not in place for the staff to provide feedback to the administrative staff on campus systems, climate, and culture. **Root Cause:** Staff feel there was not a formal process for feedback which resulted in matters not being addressed in a timely manner.

Parent and Community Engagement

Problem Statement 1: Our community needs the lines of communication with the school to be timely. **Root Cause:** There is not a clear system in which communication is disseminated through multiple sources including school staff, volunteers and social media.

Problem Statement 2: Weekly newsletters that are sent home every Friday to our parents are not always utilized. **Root Cause:** The Friday newsletter that goes out to parents is burdensome because of its length. Some Fridays, our newsletters can be 10-13 pages making it difficult for parents to keep up with.

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: Recruit a highly qualified diverse staff which represents the diversity of our student population.

- Evaluation Data Sources: HR Position Control Form
CISD Job Fair
- Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in the yearly CISD job fair to recruit highly effective staff which will support student achievement. Strategy's Expected Result/Impact: Hire a diverse staff which reflects the needs of our students Staff Responsible for Monitoring: Principal Assistant Principal Problem Statements: Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: On the 2022-2023 STAAR Assessments, 4th grade Academic Growth fell into the C range for both math and reading. Root Cause: Lack of consistent data driven instruction and reflection on Tier 1 best practices.</p> <p>Problem Statement 2: On the 2022-2023 STAAR Assessments, 28 fourth grade students in Reading Language Arts and 18 fourth grade students in math dropped from masters to meets. Root Cause: Lack of data driven instruction and effective PLC planning.</p> <p>Problem Statement 3: On the 2022-2023 STAAR Assessments, 9 out of 26 fourth grade students in RLA and 24 out of 35 4th grade students in math who received accelerated instruction did not show growth from previous year's STAAR. Root Cause: Inconsistent intervention and accelerated instruction not beginning until October.</p> <p>Problem Statement 4: On the 2022-2023 STAAR Assessments, Domain 2: Academic Growth dropped resulting in a decrease in our overall campus performance. Root Cause: Inconsistent protocols in regard to tracking student data during grade level PLC meetings. With a consistent protocol, we can identify the needs quickly and create an action plan to be followed.</p> <p>Problem Statement 5: Teachers need a consistent format for tracking student data to improve Domain 2: Academic Growth. Root Cause: Broadway needs a student goal tracking system where teachers and students are setting and tracking student goals.</p>






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Improve staff communication through streamlined messaging.

High Priority

Evaluation Data Sources: OHI

Strategy 1 Details	Formative Reviews		
Strategy 1: We will send out the Star Signal weekly and utilize the shared Broadway Staff Calendar. Strategy's Expected Result/Impact: Improved communication and staff satisfaction. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:






Culture and Climate
Problem Statement 1: Based on data from the OHI, communication with faculty and staff did improve; however it is still a school-wide goal that we continue to improve both in communication and the overall OHI score. Root Cause: Dates/timelines and sharing of information with the staff were in several different locations, both electronically and physically which caused confusion.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Incorporate a feedback system via Google Forms where staff can anonymously voice their concerns. The Climate Committee will meet monthly as a Problem Solving Team to address the concerns.

Evaluation Data Sources: OHI, Climate Committee Anonymous Feedback Form

Strategy 1 Details	Formative Reviews		
Strategy 1: The Climate Committee will analyze feedback monthly. Feedback will be shared in the Star Signal with the committee and administration's proposed plan. Strategy's Expected Result/Impact: Transparency, improved overall staff satisfaction Staff Responsible for Monitoring: Principal Assistant Principal Climate Committee Members TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Culture and Climate
Problem Statement 2: A process was not in place for the staff to provide feedback to the administrative staff on campus systems, climate, and culture. Root Cause: Staff feel there was not a formal process for feedback which resulted in matters not being addressed in a timely manner.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Implement campus-wide the Levels of Misbehavior that was developed by the Foundations team.

Evaluation Data Sources: OHI, Discipline Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Respond and adjust to feedback on implementation of the levels of misbehavior at monthly Foundations meeting. Staff will be provided with professional development on the levels of misbehavior. Strategy's Expected Result/Impact: Decrease in student discipline incidents, increase in teacher autonomy and capacity, and increase in overall school culture and climate Staff Responsible for Monitoring: Principal Assistant Principal Foundation Committee Members TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:






Culture and Climate
Problem Statement 3: There is a need to continue to develop and refine campus-wide Foundations procedures due to a change in zoning and fidelity of implementation. Root Cause: Clarity in Levels of Behavior and Foundations procedures were not implemented with fidelity across the campus.

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 4: Provide weekly communication with our community to ensure home and school connectedness.

Evaluation Data Sources: weekly communication, End of year parent survey

Strategy 1 Details	Formative Reviews		
Strategy 1: We will communicate with the community through the Broadway Bulletin, Marquee, Facebook, and School Messenger. Strategy's Expected Result/Impact: Transparency and streamlined communication. Staff Responsible for Monitoring: Principal Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1, 2	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:






Parent and Community Engagement
Problem Statement 1: Our community needs the lines of communication with the school to be timely. Root Cause: There is not a clear system in which communication is disseminated through multiple sources including school staff, volunteers and social media.
Problem Statement 2: Weekly newsletters that are sent home every Friday to our parents are not always utilized. Root Cause: The Friday newsletter that goes out to parents is burdensome because of its length. Some Fridays, our newsletters can be 10-13 pages making it difficult for parents to keep up with.

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: Increase all teacher's capacity for providing high-level, student-led, exemplar lessons through weekly bring to life planning sessions.

Evaluation Data Sources: Walkthroughs, Formal Observations, Lesson Plans, Common and Formative Campus Assessments, District Assessments, State Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide a template for the bring to life structure each week, model lessons as needed, and block ARDs/504s from being scheduled during these times. Strategy's Expected Result/Impact: Improved tier 1 instruction Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:







Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Assessments, 4th grade Academic Growth fell into the C range for both math and reading. Root Cause: Lack of consistent data driven instruction and reflection on Tier 1 best practices.

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: Ensure that all students and staff have access to technology to maximize learning and communication, and to enhance the educational practices of teachers.

Evaluation Data Sources: Lesson Plans, Computer Class Assessments, Performance on ECR/SCR on campus, district, and state assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teach digital literacy skills through computer specials rotation. Ensure technology is readily available through the technology committee. Strategy's Expected Result/Impact: Improved student competency in digital literacy. Staff Responsible for Monitoring: Principal Assistant Principal Technology Committee Problem Statements: Student Achievement 1, 2, 3, 4	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Partner with our district technology coach to improve upon the implementation of multiple resources (Seesaw, Canvas, and typing software program) provided by the district. Strategy's Expected Result/Impact: Allow students to provide electronic products in the classroom Allow students to learn typing skills through the computer classroom	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: On the 2022-2023 STAAR Assessments, 4th grade Academic Growth fell into the C range for both math and reading. Root Cause: Lack of consistent data driven instruction and reflection on Tier 1 best practices.

Student Achievement

Problem Statement 2: On the 2022-2023 STAAR Assessments, 28 fourth grade students in Reading Language Arts and 18 fourth grade students in math dropped from masters to meets. **Root Cause:** Lack of data driven instruction and effective PLC planning.

Problem Statement 3: On the 2022-2023 STAAR Assessments, 9 out of 26 fourth grade students in RLA and 24 out of 35 4th grade students in math who received accelerated instruction did not show growth from previous year's STAAR. **Root Cause:** Inconsistent intervention and accelerated instruction not beginning until October.


Problem Statement 4: On the 2022-2023 STAAR Assessments, Domain 2: Academic Growth dropped resulting in a decrease in our overall campus performance. **Root Cause:** Inconsistent protocols in regard to tracking student data during grade level PLC meetings. With a consistent protocol, we can identify the needs quickly and create an action plan to be followed.

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: On 2024 TELPAS Listening and Speaking, Emergent Bilingual/ ESL students will grow on at least one level in their composite score from the 2023 TELPAS assessment.

Evaluation Data Sources: Telpas Results
Summit K-12 Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Emergent Bilingual/ESL students will utilize the Summit K-12 Resource in the ESL classroom to increase vocabulary and close the learning gaps in the area of Listening and Speaking. Strategy's Expected Result/Impact: Students will increase vocabulary, gain confidence and skills in navigating online learning and assessment tools, and close learning gaps. Staff Responsible for Monitoring: Principal Assistant Principal ESL Teacher Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: Instructional supplies and resources for EB students. - Title III - \$4,885	Formative		
	Dec	Mar	June
			
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			

Performance Objective 3 Problem Statements:

Student Achievement
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Student Achievement

<p>Problem Statement 4: On the 2022-2023 STAAR Assessments, Domain 2: Academic Growth dropped resulting in a decrease in our overall campus performance. Root Cause: Inconsistent protocols in regard to tracking student data during grade level PLC meetings. With a consistent protocol, we can identify the needs quickly and create an action plan to be followed.</p>

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Instructional supplies and resources for EB students.		\$4,885.00
Sub-Total					\$4,885.00
Budgeted Fund Source Amount					\$4,885.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Math and ELA Instructional Coaches		\$154,330.00
1	5	1	Tutoring		\$3,409.00
Sub-Total					\$157,739.00
Budgeted Fund Source Amount					\$157,739.00
+/- Difference					\$0.00
Grand Total Budgeted					\$162,624.00
Grand Total Spent					\$162,624.00
+/- Difference					\$0.00