

Conroe Independent School District

Broadway Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	6
Parent and Community Engagement	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	14
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	16
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	17
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	18
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	19
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	20
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	21
Plan Notes	23
Campus Funding Summary	24
Addendums	25

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

2018-2019 Broadway Student Achievement

STAAR Results	2017-2018	2018-2019
Domain 1 – Student Achievement	92 / A	91 / A
Domain 2 – Student Progress		83 / B
Domain 3 – Closing Performance Gap	98 / A	100 / A
Overall Accountability	94 / A	94 / A
Distinctions	None	1: Domain 3
Attendance	96.9%	97.3%
Enrollment	971	1,065

Reading:

Third Grade

STAAR	Approaches	Meets	Masters
2018-2019	84%	62%	43%
2017-2018	92%	73%	46%

Fourth Grade

STAAR	Approaches	Meets	Masters
2018-2019	92%	66%	43%
2017-2018	91%	71%	46%

Math:

Third Grade

STAAR	Approaches	Meets	Masters
2018-2019	89%	67%	42%
2017-2018	94%	73%	45%

Fourth Grade

STAAR	Approaches	Meets	Masters
2018-2019	94%	77%	56%
2017-2018	96%	76%	50%

Writing:

Fourth Grade

STAAR	Approaches	Meets	Masters
2018-2019	86%	54%	46%
2017-2018	82%	60%	16%

Student Achievement Strengths

Broadway Elementary Strengths

As we continue to consistently have higher scores as compared to our state and district, we always strive to improve student achievement from one year to

the next. Although there are some years we may drop slightly in certain areas, we routinely raise the score the following year.

We received a distinction in Domain III (Closing the Gaps)

Strengths:

- fourth grade writing score improved from an 82% to 86% with 46% achieving masters level
- Fourth grade Math and Reading scores

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Third grade overall math scores dropped into the 80 percentile range (89%) in the Approaches Performance. **Root Cause:** Students need a resource to assist with filling in academic gaps.

Problem Statement 2 (Prioritized): Third grade overall reading scores dropped into the 80 percentile range (84%) in the Approaches Performance. **Root Cause:** Our reading workshop model may not be performed with fidelity and include all components. Teachers need to ensure they know when to use small group guided reading verses strategy groups.

Culture and Climate

Culture and Climate Summary

*Broadway is in our second year of the Positivity Project. This program has assisted our students with their social emotional learning. Our fourth graders are writing in journals daily reflecting what they are learning with the program. Every grade level is learning new vocabulary in relation to the weekly character trait which is posted in every grade level hallway. It also involves cooperative learning as each class watches a short video every day which guides a classroom discussion about the trait in just a 5-10 minute period of time. The counselor and principal provide a guidance lesson every morning during the announcements on the weekly character trait. Our students love it. Also, our staff is highly invested in this program as well which adds to the success of it for Broadway. During Covid-19 when the school was shut down, we continued to send guidance lesson announcements from the counselor and myself to the students so parents were able to watch our lessons as well. The feedback from them was very positive. There is also a parent component that is sent home at the beginning of the school year.

*When students are "caught being good", they can receive a Star Coupon. When students reach 10 coupons, they are inducted into our Hall Of Fame. They will receive a t shirt, take a picture with Maverick to be put in the hallway, and are invited to be part of the Walk of Fame, which is held once every nine weeks.

*Our PTO definitely adds to our school culture and climate in a positive manner. They provide luncheons for our staff once every month. They purchase large money items for our teachers and students every year. This year, they are spending \$8,000 on Dreambox for our students to assist with math gaps that our students may have developed. They assist us financially during the 12 Days of Christmas and Teacher Appreciation Week to spoil and pamper our staff. Every year they allocate money for teachers to apply for grants through the PTO to purchase items for their classrooms.

*Our Foundations team meets monthly to address school wide concerns in regard to safety, providing our students and staff with common expectations and language throughout the building. Some of our school practices that we have initiated through Foundations are:

- School-wide restroom procedures
- School-wide hallway procedures
- School-wide cafeteria procedures
- Lunch room visitor procedures
- School-wide Mild/Moderate/Severe Behaviors for our Discipline Referral Guidelines
- School-wide dismissal procedures (new project this school year)

*Broadway has a K-9 co-counselor, Maverick, who comes to school every Friday with our counselor. Maverick is used in our building for multiple reasons: behavioral incentives, joy for our students (they love him), de-stresser for staff and students, character builder for the students, opportunity to lay beside a student and listen to them read. He is magical and can assist with discipline issues just by being present.

*Broadway does host after school academic and social clubs for our students:

- Robotics Club
- Destination Imagination
- Art club
- Honor Choir
- Kindness Club

*Broadway has a social committee which focuses on providing morale boosters and opportunities to socialize.

*Over the past two years, morale and goal focus are Broadway's two highest dimensions in our yearly OHI. However, our OHI did drop in all areas in 19-20.

*Our counselor is initiating a diversity project this year. Once a month she will focus on a different country and record a live chat of various facts about the country/area in regard to: language, food, clothing, and traditions.

Culture and Climate Strengths

We are very proud of the Broadway culture and the positive feedback we receive from parents, community members, and district personnel who visit our school. We feel that we have developed a warm and friendly school environment where all feel welcome.

There are so many ways that we acknowledge our students for their character through our Walk of Fame / Hall of Fame. I feel that this is definitely a strength for us at Broadway.

Another Broadway strength is the dedication and buy-in of our Positivity Project. Our students are watching our guidance lessons on the announcements daily which leads into their 5-10 minute video on the character trait that we are focusing on. Our teachers do not miss these, nor would our students allow them to. Our students make reference to our announcements often with myself and the counselor in the hallways or when they see us so we feel that this is addressing their social, emotional needs.

With the onset of Covid-19, our staff has done an outstanding job adopting new practices to ensure all are safe. We will continue to keep communication a top priority as Covid safety measures are updated daily.

Our staff celebrate each other's successes through TAEs. As of November 20th, the staff have received 174 TAEs. We also celebrate our students through SAEs. As of November 20th, the staff have written 137 SAEs. This kind of celebration has become routine for our staff.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Our adaptation dimension dropped 27 points from 2018 - 2019 on our yearly OHI. **Root Cause:** Adaptation is the ability to tolerate stress

and maintain stability while coping with demands of the environment. Staff may feel this way because of new programs or resources being implemented yearly and then changed or pushed to the side.

Problem Statement 2 (Prioritized): Our problem solving dimension was the lowest dimension in 2018 - 2019 on our year. OHI. **Root Cause:** Problem-Solving Adequacy is an organization's ability to perceive problems and solve them with minimal energy. The problems stay solved and the problem solving mechanism of the organization is maintained and/or strengthened, This may be happening because staff are not aware of the roles and responsibilities of the key decision making team members.

Parent and Community Engagement

Parent and Community Engagement Summary

Broadway Elementary has a positive relationship with our PTO. In the past years, our PTO and parents are in our school building on a daily basis. Our PTO have a small room where they are able to store their things and meet as a group. In past years, there was usually a PTO board member at all times working in their room. Parents sign up to help teachers by working in the copy room by copying and laminating, working with students in small groups reading or playing an academic game with them, and decorating bulletin boards and other areas of the building. Parents sign up to relieve teachers for their lunch duty assignments to give them an extra break during the day. Parents provide food dishes once a month for teacher luncheons. The PTO meets monthly with the principal to discuss school events. The PTO hosts multiple fundraisers throughout the year, hosts many spirit nights, and assists our school in anything we ask of them. With Covid-19 this year, it has been difficult to maintain a close relationship with our PTO as all meetings are through zoom and parents are unable to come into the building to help and be a true part of our school life.

Broadway Elementary has a positive relationship with our community. We communicate with our families and community through Friday Newsletters, School Messenger Blasts, our Facebook Page, and our PTO Facebook Page. Due to the changes this year, our communication has had to be even more frequent and a bigger priority than it has been in the past.

Community businesses sponsor many of our school events through various donations to our school and PTO.

Parent and Community Engagement Strengths

Broadway hosts:

- Multiple academic nights throughout the school year for our students and families
- Fitness Fridays with Dad and Movin' and Groovin' with Mom every year where students and parents spend 35-40 minutes doing physical activities with their students
- Social/Emotional topics with the counselor
- Drive through Celebrations (new last year)
- Read Under the Stars with Mrs. Broadway
- Book Fairs: Grandparent Day
- Father/daughter and Mother/son Dances

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent Involvement is definitely lower this year than in the past years. **Root Cause:** Because of new safety protocols outsiders are not able to work in the building to support the teachers, not able to have lunch with their children, nor are they able to just come into the building to visit with our front office staff.

Problem Statement 2 (Prioritized): Due to Covid-19, the school and PTO partnership and communication is not as strong as it has been in the past. **Root Cause:** Meetings are happening through zoom. Many of our parents meet together outside of school to discuss school events and decisions which often do not include the principal. This creates a lull in communication between the principal and our PTO Board.

Priority Problem Statements

Problem Statement 1: Third grade overall math scores dropped into the 80 percentile range (89%) in the Approaches Performance.

Root Cause 1: Students need a resource to assist with filling in academic gaps.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Third grade overall reading scores dropped into the 80 percentile range (84%) in the Approaches Performance.

Root Cause 2: Our reading workshop model may not be performed with fidelity and include all components. Teachers need to ensure they know when to use small group guided reading verses strategy groups.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Our problem solving dimension was the lowest dimension in 2018 - 2019 on our year. OHI.

Root Cause 3: Problem-Solving Adequacy is an organization's ability to perceive problems and solve them with minimal energy. The problems stay solved and the problem solving mechanism of the organization is maintained and/or strengthened, This may be happening because staff are not aware of the roles and responsibilities of the key decision making team members.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Our adaptation dimension dropped 27 points from 2018 - 2019 on our yearly OHI.

Root Cause 4: Adaptation is the ability to tolerate stress and maintain stability while coping with demands of the environment. Staff may feel this way because of new programs or resources being implemented yearly and then changed or pushed to the side.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Due to Covid-19, the school and PTO partnership and communication is not as strong as it has been in the past.

Root Cause 5: Meetings are happening through zoom. Many of our parents meet together outside of school to discuss school events and decisions which often do not include the principal. This creates a lull in communication between the principal and our PTO Board.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Parent Involvement is definitely lower this year than in the past years.

Root Cause 6: Because of new safety protocols outsiders are not able to work in the building to support the teachers, not able to have lunch with their children, nor are they able to just come into the building to visit with our front office staff.

Problem Statement 6 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

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

Performance Objective 1: Third grade STAAR math eco dis scores will increase in the Approaches Performance from a 68% to a 75%,

Evaluation Data Sources: Math benchmarks
 Math common assessments
 Student Math data from Dreambox
 STAAR data

Summative Evaluation: None

<p>Strategy 1: Broadway will be investing in a math resource called Dreambox to fill in mathematical gaps in our students' math skills.</p> <p>Strategy's Expected Result/Impact: Students will master basic math skills as teachers monitor the program using student data reports in order to raise student math scores in third grade, especially concentrating on eco dis.</p> <p>Staff Responsible for Monitoring: Teacher Administration Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Tutoring - State Comp Ed - \$4,188, Tutoring Materials - Title III - \$250</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Third grade overall math scores dropped into the 80 percentile range (89%) in the Approaches Performance. Root Cause: Students need a resource to assist with filling in academic gaps.</p>

Goal 1: Student Achievement and Post-Secondary Success:

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

Performance Objective 2: Third grade STAAR reading scores will increase in the Approaches Performance in the following areas:

African American Population from 54% to 65%

Eco Dis Population from 53% to 65%

EL Population from 44% to 55%

Evaluation Data Sources: Reading Benchmark Scores

Reading Common Assessment Scores





Teacher Reading Data

STAAR Data

BAS Scores

Running Records

Summative Evaluation: None

<p>Strategy 1: With assistance from the Instructional Coach, teachers will perform a deep dive into their BAS testing results using the Mclass system to ensure Tier I best practices are being initiated.</p> <p>Strategy's Expected Result/Impact: Teachers will acquire a better understanding of their students' BAS results and be able to analyze what Tier I best practice each student will need using Mclass in order to master Reading TEKS during small group instruction.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Administration</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Tutoring - State Comp Ed - \$4,188, Tutoring - Title III - \$3,250</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Ensure that teachers are using the Reading Workshop Model with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased student reading scores on assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Administration</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: Third grade overall reading scores dropped into the 80 percentile range (84%) in the Approaches Performance. Root Cause: Our reading workshop model may not be performed with fidelity and include all components. Teachers need to ensure they know when to use small group guided reading verses strategy groups.</p>

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Meet weekly with my secretary to address the school budget for the week. Strategy's Expected Result/Impact: Better communication/more of a knowledge of the budget Staff Responsible for Monitoring: Secretary Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.





Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1: Attend the district Job Fair to recruit needed teachers for the following year. Strategy's Expected Result/Impact: Acquire highly qualified teachers Staff Responsible for Monitoring: Administration Team of teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.





Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: Send out an end of the year survey to parents asking for feedback on Broadway common practices. Strategy's Expected Result/Impact: Create a two-way communication for our parents and school. Staff Responsible for Monitoring: Administration Team Leaders/Core Team	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Implementation and application of Covid-19 Safety Procedures. Strategy's Expected Result/Impact: A safe and healthy environment for students and staff Staff Responsible for Monitoring: Staff	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Teachers will put assignments on line for students who are learning remotely. Strategy's Expected Result/Impact: Include remote students into their classroom environment. Staff Responsible for Monitoring: Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Parents and teachers will communicate through Seesaw for K-2 students and Canvas for 3-4 students. Strategy's Expected Result/Impact: Better communication between parents / teachers and students/teachers. Staff Responsible for Monitoring: Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Broadway		
SCE		
Computer Equipment / AV Supplies	\$1,906	0.00
Substitutes	\$6,470	0.12
SCE Total	\$8,376	0.12
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$2,000	0.04
General Supplies	\$500	0.00
Title III EL Total	\$3,500	0.04
Broadway Total	\$11,876	0.15

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$4,188.00
1	2	1	Tutoring		\$4,188.00
Sub-Total					\$8,376.00
Budgeted Fund Source Amount					\$8,376.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring Materials		\$250.00
1	2	1	Tutoring		\$3,250.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
Grand Total					\$11,876.00

Addendums