

# Conroe Independent School District

## Broadway Elementary

### 2021-2022 Improvement Plan



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### 2020-2021 Broadway Student Achievement

*Third Grade* Reading:

STAAR	Approaches	Meets	Masters
2020-2021	90%	68%	36%
2018-2019	84%	62%	43%
2017-2018	92%	73%	46%

*Fourth Grade*

STAAR	Approaches	Meets	Masters
2020-2021	79%	59%	32%
2018-2019	92%	66%	43%
2017-2018	91%	71%	46%

Math:

*Third Grade*

STAAR	Approaches	Meets	Masters
2020-2021	90%	59%	33%
2018-2019	89%	67%	42%
2017-2018	94%	73%	45%

*Fourth Grade*

STAAR	Approaches	Meets	Masters
2020-2021	84%	66%	44%
2018-2019	94%	77%	56%
2017-2018	96%	76%	50%

Writing:

STAAR	Approaches	Meets	Masters
2020-2021	71%	50%	18%
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 continue to work consistently to raise our scores every year.

Strengths:

- Third grade Reading Scores increased from 62% to 68% in Meets Expectations
- Third grade Math scores increased from 89% to 90% in Approaches

#### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Fourth grade overall writing scores dropped from 54% to 50% in the Meets area. **Root Cause:** Our writing workshop model is taught inconsistently among the fourth grade teachers. When conferring with individual students, some of our teachers may lack the skills to determine specific student needs through effective questioning/probing.

**Problem Statement 2 (Prioritized):** Fourth grade Reading scores decreased from 93% to 79% in the Approaches area and 66% to 59% in the Meets area. **Root Cause:** Lack of vertical alignment among the ELA teachers with our CISD Reads Model. Lack of school wide Intervention time to target struggling students in high tested TEKS.

**Problem Statement 3 (Prioritized):** Fourth grade Math scores decreased from 94% to 84% in the Approaches area and 77% to 66% in the Meets area. **Root Cause:** The fourth grade math small group instruction needs to be implemented with consistency following CISD Math Solves in all areas as well as a deep dive into our small group instruction model.

**Problem Statement 4 (Prioritized):** The Economically Disadvantaged sub-population scores for fourth grade students is lower than third grade in math, reading, and writing. **Root Cause:** These students have not been targeted for pull-out math and reading tutorials. These students will need to be targeted for instruction in math and reading during school wide intervention time.

# Culture and Climate

## Culture and Climate Summary

\*Broadway is in our third 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. 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 introduce the weekly character trait every Monday on the morning announcements. Our staff is highly invested in this program as which adds to the success of it for Broadway. There is also a parent component that is sent home from the counselor 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, our canine co-counselor, to be posted in the hallway. These students are provided an invitation to be sent home to parents to inform them that their child is invited to be part of the Walk of Fame. Because of Covid over the last two years, our Walk of Fame has turned into The Drive of Fame. It is now hosted after hours outside. The parents will decorate their cars with their students' name and come through our bus ramp while the staff line the bus ramp and cheer on the students with loud music playing.

\*Our PTO definitely adds to our school culture and climate in a positive manner. They provide luncheons for our staff once every month. They consistently are providing our staff with treats and thoughtful things. 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. They also pay for various instructional subscriptions as chosen by the teachers to utilize with the students throughout the year. The PTO also raises money each year for our school through their fundraisers. This year we are raising money for more chrome carts, bike racks, and multiple instructional resources for students and teachers.

\*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)

Using ESSER funds we are paying Safe and Civil Schools to perform a campus visit during our dismissal to assist our staff in dismissing over 1,200 students safely, exiting our schools in three different directions, with six different modes of transportation (car riders, bikers, walkers, bus riders, daycare riders, and YMCA).

\*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
- Chess Club (new for the 2021-2022 school year)

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

\*Broadway's highest areas on our OHI are Morale, Innovativeness, Autonomy, and Adaptation(only 3 points away from each other). Our lowest area was Problem Solving Adequacy.

\*Our counselor and a teacher will continue a diversity project this year. Once a month they 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.

\*Our counselor and a staff member are also partnering with the admin team at Grand Oaks to be a part of their CDIA (Committee on Diversity, Inclusion, and Acceptance).

### **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.

We acknowledge our students for their character through our Walk of Fame / Drive of Fame. I feel that this is definitely a strength for us at Broadway.

Throughout the week, teachers take pictures of their students working on various activities / projects and emails them to our assistant principal. She puts together an Animoto slide show to music using all the pictures and sends it out every Friday. Teachers share this with their students throughout the day on Friday. The students love seeing their pictures on the presentation.

Another Broadway strength is the dedication and buy-in of our Positivity Project. Our students are watching our guidance lessons on the announcements 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. This program is addressing our students' social and emotional needs.

Since Covid has become a part of our lives, we continue to keep communication a top priority as Covid safety measures are updated often.

Our staff celebrate each other's successes through TAEs. As of September 29, the staff have received 58 TAEs. We also celebrate our students through SAEs. As of September 29, the staff have written 131 SAEs. This kind of celebration has become routine for our staff. We have also initiated a brag board this year where staff members can recognize each other. At the beginning of every staff meeting the administrators recognize staff through "celebrations" on our agendas. At the beginning of this school year, we also created a Smores newsletter where every administrator, including the coaches, have a section dedicated to their areas of expertise which is shared with the staff electronically every Friday. We celebrate staff in this newsletter as well.

Two Fridays a month, we invite a Food Truck to our parking lot for the staff to have a "catered lunch".

Every Friday, we play Kidzbop music when students are arriving to school outside. The students love to stop and dance for a few minutes before walking to class.

### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Our Goal Focus dimension dropped to our lowest dimension on our yearly OHI. **Root Cause:** Goal Focus is the ability of persons, groups, or organizations to have clarity, acceptance, support, internalization, and advocacy of school wide goals. Staff may feel this way since Covid monopolized much of our energy and time last year trying to keep everyone well.

**Problem Statement 2 (Prioritized):** Our problem solving dimension was the lowest dimension over the past two years. **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. In the past, our PTO has had a small room where they are able to store their things and meet as a group. Unfortunately with Covid, they have not been able to meet on our campus. This year we are allowed to have 10 volunteers working in the teacher work room assisting teachers with various projects as defined by our Covid procedures. Parents are still providing food dishes once a month for teacher luncheons following Covid procedures. The PTO president 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.

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.

Community businesses sponsor many of our school events through various donations to our school and PTO. We acknowledge them through our newsletters, tshirts, and marquee

## 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 and parades
- Read Under the Stars with Mrs. Broadway
- Book Fairs
- Father/daughter and Mother/son activities

## Problem Statements Identifying Parent and Community Engagement Needs



**Problem Statement 1 (Prioritized):** Parent Involvement has decreased over the past two years due to Covid. **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, 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:** Fourth grade Math scores decreased from 94% to 84% in the Approaches area and 77% to 66% in the Meets area.

**Root Cause 1:** The fourth grade math small group instruction needs to be implemented with consistency following CISD Math Solves in all areas as well as a deep dive into our small group instruction model.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Fourth grade Reading scores decreased from 93% to 79% in the Approaches area and 66% to 59% in the Meets area.

**Root Cause 2:** Lack of vertical alignment among the ELA teachers with our CISD Reads Model. Lack of school wide Intervention time to target struggling students in high tested TEKS.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Our problem solving dimension was the lowest dimension over the past two years.

**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 Goal Focus dimension dropped to our lowest dimension on our yearly OHI.

**Root Cause 4:** Goal Focus is the ability of persons, groups, or organizations to have clarity, acceptance, support, internalization, and advocacy of school wide goals. Staff may feel this way since Covid monopolized much of our energy and time last year trying to keep everyone well.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 5:** Due to Covid, 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 has decreased over the past two years due to Covid.

**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

**Problem Statement 7:** The Economically Disadvantaged sub-population scores for fourth grade students is lower than third grade in math, reading, and writing.

**Root Cause 7:** These students have not been targeted for pull-out math and reading tutorials. These students will need to be targeted for instruction in math and reading during school wide intervention time.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Fourth grade overall writing scores dropped from 54% to 50% in the Meets area.

**Root Cause 8:** Our writing workshop model is taught inconsistently among the fourth grade teachers. When conferring with individual students, some of our teachers may lack the skills to determine specific student needs through effective questioning/probing.

**Problem Statement 8 Areas:** Student Achievement

# Goals

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 68% to 73% .

### HB3 Goal

**Evaluation Data Sources:** Mclass

Running Records

BAS

CFA

STAAR

### Strategy 1 Details

**Strategy 1:** ELA teachers in partnership with the ELA coach will create and maintain a Reading data wall based on Mclass and BAS scores to assist teachers in creating small groups for grade level intervention time.

**Strategy's Expected Result/Impact:** Increase students' reading fluency and comprehension levels by experiencing strategies from multiple teachers.

**Staff Responsible for Monitoring:** ELA Teachers  
ELA Coach

### Strategy 2 Details

**Strategy 2:** Broadway will use State comp ed funds for third grade interventions and tutoring.

**Strategy's Expected Result/Impact:** Increase in Reading scores

**Staff Responsible for Monitoring:** Reading Tutor  
ELA Teachers  
Administration

**Funding Sources:** Tutor - State Comp Ed - \$3,380

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Math from 57% to 62%.

### HB3 Goal

**Evaluation Data Sources:** Running Records  
CFA  
Math Consultant Feedback/Suggestions/data  
STAAR

#### Strategy 1 Details

**Strategy 1:** Using ESSER funding, we have invited a math consultant from ERG to visit our campus and provide feedback on our math teachers' small group instruction and fact fluency.

**Strategy's Expected Result/Impact:** Increase in student fact fluency and targeted instruction.

**Staff Responsible for Monitoring:** Math Teachers

Math Consultant

Instructional Coach

**Funding Sources:** Math Consultant (ERG) - ESSER - \$30,000

#### Strategy 2 Details

**Strategy 2:** Broadway will continue to invest in a math resource called Dreambox to fill in mathematical gaps in our students' math skills.

**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.

**Staff Responsible for Monitoring:** Math Teachers

Instructional Coach

**Funding Sources:** Electronic Math Program: Dreambox - ESSER - \$8,000

#### Strategy 3 Details

**Strategy 3:** Broadway will use State comp ed funds for interventions and tutoring.

**Strategy's Expected Result/Impact:** Higher Scores

**Staff Responsible for Monitoring:** Teacher

Tutor

**Funding Sources:** Tutor - State Comp Ed - \$3,380

**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 4th grade Math scores in the Meets area on STAAR from 66% to 71%**

**Evaluation Data Sources:** Running Records  
CFA  
Math Consultant feedback/Suggestions/data  
STAAR

Strategy 1 Details
<p><b>Strategy 1:</b> Using ESSER funds, an ERG math consultant will partner with Broadway to observe our math small group instruction and anchor stations at all grade levels to assist our teachers in building students' math fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher math scores.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Administrators, Instructional Coach, Math Consultant</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Broadway will continue to invest in a math resource called Dreambox to fill in mathematical gaps in our students' math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Instructional Coach Administration</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Broadway will use State comp ed funds for interventions and tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Tutor</p> <p><b>Funding Sources:</b> Tutor - State Comp Ed - \$3,380</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 4:** Increase 4th grade Reading scores in the Meets area on STAAR from 59% to 65%

**Evaluation Data Sources:** Mclass  
Running Records  
BAS  
CFA  
STAAR

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Create and maintain a school-wide Reading data wall tracking all students reading progress through Mclass and BAS data. <b>Strategy's Expected Result/Impact:</b> Build students reading fluency in order to increase student scores and success. <b>Staff Responsible for Monitoring:</b> Reading teachers, Administrators, Instructional Coach</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Broadway will use State Comp ed funds for fourth grade interventions and tutoring. <b>Strategy's Expected Result/Impact:</b> Increased Reading scores <b>Funding Sources:</b> Tutor - State Comp Ed - \$3,380</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 1:** Maintain efficient and effective fiscal management of resources and operations by meeting with the secretary weekly.

**Evaluation Data Sources:** Campus budgets  
Audits

Strategy 1 Details
<p><b>Strategy 1:</b> The secretary and principal will meet weekly to go over financial activity in the school budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Financial balance</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Principal</p>



**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2:** Broadway will continue to develop teacher leaders by combining our team leaders and core instructional team into one Leadership Team. The team consists of our administrators, our instructional coach, and a math/reading teacher from every grade level.

**Evaluation Data Sources:** Weekly meetings

Strategy 1 Details
<p><b>Strategy 1:</b> The Leadership team will meet once a week. The first 10-15 minutes will be house keeping information with the other 45 minutes addressing curriculum and vertical alignment in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> To vertically align our grade levels in math and reading. Growing teachers in their craft</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p>

**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

#### 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:** The Broadway Foundation team will continue to meet once a month to ensure our school management systems and behavioral expectations are grade level aligned.

**Evaluation Data Sources:** Monthly feedback from the Foundation team.

Strategy 1 Details
<p><b>Strategy 1:</b> Through ESSER funds, Safe and Civil Schools will be invited into the building to assist our staff in our dismissal procedures to ensure student safety.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will dismiss safely.</p> <p><b>Staff Responsible for Monitoring:</b> Foundations Team Safe and Civil School</p> <p><b>Funding Sources:</b> Safe and Civil School Organization - ESSER - \$4,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Using ESSER funds, we will hire a behavioral coach for two years to assist teachers with students who exhibit unexpected behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Assistance to teachers with struggling student behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Coach Administration</p> <p><b>Funding Sources:</b> Behavior Coach - ESSER - \$144,881</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 2:** Broadway Teachers are focusing on improving our grade level PLC models to focus on student data and assessment and using it to drive our classroom instruction

**Evaluation Data Sources:** CFA

- Small group instruction
- Teacher data collection

Strategy 1 Details
<p><b>Strategy 1:</b> Broadway teachers are meeting with a district curriculum specialist three times throughout the school year assisting our teachers in rebuilding our PLC model.</p> <p><b>Strategy's Expected Result/Impact:</b> This model will create more opportunities for teacher collaboration and communication during our PLC meetings.</p> <p><b>Staff Responsible for Monitoring:</b> District Curriculum Specialist</p> <ul style="list-style-type: none"><li>Administration</li><li>Classroom Teachers</li><li>Instructional Coach</li></ul>

**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:** Broadway will partner and communicate with parents and community members through multiple forms of social media.

**Evaluation Data Sources:** School Messenger  
School Facebook  
Twitter  
Broadway PTO Facebook

Strategy 1 Details
<p><b>Strategy 1:</b> Media platforms will be updated weekly with new information.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve communication between the school and the outside community/parents.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** Broadway will focus on re-booting our PLC model to encourage collaborative planning and learning for teachers.

**Evaluation Data Sources:** Administration attendance/observation  
Instructional Coach attendance/observation

Strategy 1 Details
<p><b>Strategy 1:</b> Change the scheduled PLC's to Thursdays during conference times so administrators can attend and collaborate with the teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Creating more of a collaborative PLC model to effectively address student levels and identify their areas of needed support.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Administrators</p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 2:** 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 Details
<p><b>Strategy 1:</b> Using ESSER funds, Broadway will purchase another 90 Chrome books to work toward our 1 to 1 computer ratio.</p> <p><b>Strategy's Expected Result/Impact:</b> 1 to 1 ration between chromebooks and students</p> <p><b>Staff Responsible for Monitoring:</b> Administration Campus Technology Contact</p> <p><b>Funding Sources:</b> 90 Chrome Books - ESSER - \$32,220</p>

## Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 3:** Using ESSER Funds, we will purchase math and reading resources for teachers

**Evaluation Data Sources:** Teacher and Coach Feedback

Strategy 1 Details
<p><b>Strategy 1:</b> Purchase multiple resources for reading and math teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Assist teachers with classroom instruction to increase student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Administration</p> <p><b>Funding Sources:</b> Math Manipulatives, Interactive Read Alouds, Math in Practice, Teach and Transform, Conventions and Craft, Math in Practice, Phonics Bundles, F and P Guided Reading Books A-Z - ESSER - \$10,530</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Using ESSER funds, we will hire an instructional aide for two years to go into classrooms to assist students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Learning</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Aide Administration</p> <p><b>Funding Sources:</b> Instructional Aide - ESSER - \$58,261</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Purchase teacher and student resources specifically for ESL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Assist ESL students using and comprehending the English language</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Funding Sources:</b> Bilingual Dictionaries - Title III - \$3,900</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Use Substitutes for Big Picture Planning</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative Teacher Planning</p> <p><b>Funding Sources:</b> Substitutes - ESSER - \$156</p>



# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutor		\$3,380.00
1	2	3	Tutor		\$3,380.00
1	3	3	Tutor		\$3,380.00
1	4	2	Tutor		\$3,380.00
<b>Sub-Total</b>					\$13,520.00
<b>Budgeted Fund Source Amount</b>					\$13,520.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3	Bilingual Dictionaries		\$3,900.00
<b>Sub-Total</b>					\$3,900.00
<b>Budgeted Fund Source Amount</b>					\$3,900.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Consultant (ERG)		\$30,000.00
1	2	2	Electronic Math Program: Dreambox		\$8,000.00
4	1	1	Safe and Civil School Organization		\$4,000.00
4	1	2	Behavior Coach		\$144,881.00
5	2	1	90 Chrome Books		\$32,220.00
5	3	1	Math Manipulatives, Interactive Read Alouds, Math in Practice, Teach and Transform, Conventions and Craft, Math in Practice, Phonics Bundles, F and P Guided Reading Books A-Z		\$10,530.00
5	3	2	Instructional Aide		\$58,261.00
5	3	4	Substitutes		\$156.00
<b>Sub-Total</b>					\$288,048.00
<b>Budgeted Fund Source Amount</b>					\$288,048.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total</b>	\$305,468.00