



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Broadway Elementary

Rating: A

## GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

*MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL*

### ACCOUNTABILITY

**DOMAIN I: STUDENT ACHIEVEMENT** - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

**DOMAIN II: SCHOOL PROGRESS** - *Measures district and campus outcomes in two areas:*

**Part A: Academic Progress** – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

**Part B: Relative Performance** – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

**DOMAIN II OBJECTIVES:** Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

**DOMAIN III: CLOSING THE GAPS** - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

### Distinction Designations Earned:

- Closing the Gap

### ALL STUDENT POPULATIONS

#### PERFORMANCE OBJECTIVE:

70% of all students will be at or above grade level using the BAS system by the end of the school year.

#### STRATEGY DESCRIPTION(S):

- Implement tracking charts to monitor student progress at least four times a year.
- Host data meetings every nine weeks between teachers and administrators to track student progress.
- Organize pull out tutoring for all third and fourth grade students who are not on grade level with certain Reading, Writing, and Math TEKS.

### READING/ELA

#### PERFORMANCE OBJECTIVE:

70% of all third grade students and 73% of all fourth grade students will reach the Meet Grade Level Standard on the STAAR Reading Test.



#### **STRATEGY DESCRIPTION(S):**

- Continue to utilize and implement Lucy Calkins Units of Study into our Reading Curriculum.
- Implement K-2 Lucy Calkins phonics units and continue to implement Words their Way in grades 3 and 4.

### WRITING

#### **PERFORMANCE OBJECTIVE:**

60% of all fourth grade students will reach the Meet Grade Level Standard on the STAAR Writing Test.

#### **STRATEGY DESCRIPTION(S):**

- Utilize and implement Lucy Calkins Units of Study in all grade levels K-4 to vertically align our school writing workshop curriculum.
- Utilize the district wide coach offered to Broadway through the District Writing Cohort.

### MATH

#### **PERFORMANCE OBJECTIVE:**

70% of all third grade students and 80% of all fourth grade students will reach the Meet Grade Level Standard on the STAAR Math Test.

#### **STRATEGY DESCRIPTION(S):**

- Utilize the district math coach to continue to support our math teachers through the guided math process.
- Implement Math Instructional Rounds in second, third, and fourth grade with the math teachers.
- CISD Solves Math Fluency
- CISD Solves Math Review/Mental Math

### SOCIAL STUDIES

#### **PERFORMANCE OBJECTIVE:**

Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.

#### **STRATEGY DESCRIPTION(S):**

- Social Studies will provide the opportunity for elementary teachers to create developed lessons through Make-n-Take sessions designed to support the content delivery.
- Learning opportunities will be provided in the focus area of engagement from the Social Studies Model by attending Social Studies Alive!

### SCIENCE

#### **PERFORMANCE OBJECTIVE:**

Ensure that teachers plan and implement science lessons based on the district scope and sequence CISD Investigates.

#### **STRATEGY DESCRIPTION(S):**

- Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction.
- Science Instructional Staff will provide training in vocabulary building using graphic organizers and other engaging activities.



## HEALTH

**PERFORMANCE OBJECTIVE:** 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

### STRATEGY DESCRIPTION(S):

- Assess student's Health-Related fitness using the FitnessGram assessment, twice per year.
- Ensure that students attend the appropriate number of minutes in physical education per week.
- Provide students with opportunities to participate in school activities that promote positive physical activity including: National Walk to School Day, Field Day, Family Health and Wellness Fair, Broadway Health and Wellness Night, third and fourth grade fun run, Moving and Grooving with moms, Fitness Friday with Dads.

## AT-RISK AND SPECIAL POPULATIONS

### STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Assign Imagine Learning accounts to ELL students (current and monitored) who will benefit from the program.
- Implement a true co-teach model for fourth grade special education students who are experiences academic gaps in their learning.
- Continue to provide students opportunities to join the Destination Imagination teams from grades K-4.
- Coordinate a second Robotics Team for third and fourth grade students.

## POSTSECONDARY READINESS INDICATORS

### POST-SECONDARY READINESS

Attendance rate will increase from 97% in 2018/19 to 98% in 2019/20.

### Meet eligible campus Academic Achievement Distinction Designations (AADD)

*50% of indicators will be in top quartile*

### Meet Top 25% in Student Progress Distinction Designations

*Top quartile of campus comparison group in performance for student progress*

### Meet Top 25% in Closing Performance Gaps Distinction Designations

*Top quartile of campus comparison group in performance for closing performance gaps*

### Meet eligible Postsecondary Readiness Distinction Designations

*50% of indicators will be in top quartile*



#### PERFORMANCE OBJECTIVE:

To improve attendance through continual monitoring and incentive programs.

#### STRATEGY DESCRIPTION(S):

- Campus administration will utilize District's Attendance Specialist as a liaison between campus and court system.
- Campus staff will run attendance reports weekly, contact parents, and file truancy charges after 10 unexcused absences.
- Continue to implement "Be bold be here" Class Attendance Program with a choice board of incentives provided by administration and chosen by the majority of the students when they receive 10 days of perfect attendance, including no tardies or early dismissals.

#### FINANCIAL RESOURCES

General Operating, Elementary and Secondary  
State Compensatory Education Funds  
Title Funds  
IDEA, Part B  
Bilingual Allotment Funds  
Gifted and Talented Allotment Funds

#### ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation  
Professional learning opportunities provided throughout the year.

#### FORMATIVE EVALUATIONS

##### NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

#### SUMMATIVE EVALUATIONS

##### JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

##### Project Manager

Principal

## Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

**PERFORMANCE OBJECTIVE:** To recruit, retain and develop highly qualified teachers and staff for all students.



#### STRATEGY DESCRIPTION(S):

- Provide mentor support for beginning teachers.
- Attend and recruit from the CISD Teacher Job Fair.
- Provide opportunities for teachers to attend specialized instructional trainings.
- Sponsor both student teachers and methods students and provide meaningful learning experiences through the support of mentor teachers.

<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Managers</b>	Principal, Assistant Principal

### Goal 3: PARENTS AND COMMUNITY

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

#### STRATEGY DESCRIPTION(S):

- Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources.
- Provide opportunities at school for families to be engaged in academic and social events.
- Include parents in the Positivity Project by providing them with the parent book of literature, video links, and discussion points they can use at home.

<b>Financial Resources</b>	Campus budget, Title Funds
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative - November, January; Summative – July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
<b>Project Manager</b>	Principal

### Goal 4: SAFE SCHOOLS

**PERFORMANCE OBJECTIVE:** To provide a safe and orderly school environment conducive to learning for all students and staff.

#### STRATEGY DESCRIPTION(S):

- Conduct fire, shelter in place, lock-down, evacuation, and reverse evacuation drills to ensure the effectiveness of the Emergency Operations Plans at both the district and campus level.
- Implement bullying prevention through guidance lessons with school counselor.
- Implement a school wide character program, Project Positivity.
- Continue to utilize the Foundation Team in order to address the needs for school wide improvement.



- Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.
- Promote clubs and organizations in areas of interest to promote student involvement in school.

<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative- November, January; Summative - July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal, Assistant Principal

## Goal 5: TECHNOLOGY

**PERFORMANCE OBJECTIVE:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

### STRATEGY DESCRIPTION(S):

- Increase student opportunities for utilizing technology across the curriculum areas.
- Provide hands-on training in use of new technology hardware and software with the assistance of a district technology coach working with a particular group of teachers through a Tech Academy.
- Provide meaningful opportunities for students to access technology for learning.
- School fundraiser money will be spent purchasing Chrome books for our entire school building grades K-4.

<b>Financial Resources</b>	Campus budget, Title Funds
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative - November, January; Summative - July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<b>Project Manager(s):</b>	Principal, Assistant Principal, Technology Liaison



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

## SCE

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 3, At-Risk Strategy 1	Academic Tutorials	\$6,470.00	0.12
All Students Strategy 3, At-Risk Strategy 1	Technology for At-Risk Students	\$100	0.00
	<b>TOTAL SCE</b>	<b>\$6,570.00</b>	<b>0.12</b>

## TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1,2	Academic Tutorials	\$2,000.00	0.04
At-Risk Strategy 1,2	Technology	\$500.00	0.00
At-Risk Strategy 1,2	Books	\$500.00	0.00
At-Risk Strategy 1,2	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$3,500.00</b>	<b>0.04</b>



# Data Summary Report 2019-2020

Elementary/Intermediate Campus: Broadway Elem

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

89% scored Approaches Grade Level Standards  
66% scored Meets Grade Level Standards  
41% scored Masters Grade Level Standards

#### 2019-2020 Goals:

92% will score Approaches Grade Level Standards  
70% will score Meets Grade Level Standards  
44% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

77% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

82% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

## ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

##### **Economically Disadvantaged Students**

73% scored Approaches Grade Level Standards  
42% scored Meets Grade Level Standards  
21% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

58% scored Approaches Grade Level Standards  
34% scored Meets Grade Level Standards  
18% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

69% scored Approaches Grade Level Standards  
42% scored Meets Grade Level Standards  
19% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

76% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
24% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

60% will score Approaches Grade Level Standards  
37% will score Meets Grade Level Standards  
20% will score Masters Grade Level Standards

##### **Focus Student Group: African American**

72% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
22% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

##### **Economically Disadvantaged Students**

71% scored Approaches Grade Level Standards  
42% scored Meets Grade Level Standards  
18% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

64% scored Approaches Grade Level Standards  
30% scored Meets Grade Level Standards  
14% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

70% scored Approaches Grade Level Standards  
42% scored Meets Grade Level Standards  
21% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

75% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
21% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

67% will score Approaches Grade Level Standards  
33% will score Meets Grade Level Standards  
17% will score Masters Grade Level Standards

##### **Focus Student Group: African American**

73% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

## WRITING





**2018-2019 Performance:**

**Economically Disadvantaged Students**

78% scored Approaches Grade Level Standards

39% scored Meets Grade Level Standards

9% scored Masters Grade Level Standards

***Focus Student Group: Special Education***

37% scored Approaches Grade Level Standards

16% scored Meets Grade Level Standards

5% scored Masters Grade Level Standards

***Focus Student Group: African American***

62% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

10% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

81% will score Approaches Grade Level Standards

42% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

***Focus Student Group: Special Education***

40% will score Approaches Grade Level Standards

20% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

***Focus Student Group: African American***

65% will score Approaches Grade Level Standards

36% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

**MATH**

**2018-2019 Performance:**

**Economically Disadvantaged Students**

71% scored Approaches Grade Level Standards

45% scored Meets Grade Level Standards

32% scored Masters Grade Level Standards

***Focus Student Group: Special Education***

61% scored Approaches Grade Level Standards

45% scored Meets Grade Level Standards

27% scored Masters Grade Level Standards

***Focus Student Group: African American***

72% scored Approaches Grade Level Standards

47% scored Meets Grade Level Standards

22% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

75% will score Approaches Grade Level Standards

48% will score Meets Grade Level Standards

35% will score Masters Grade Level Standards

***Focus Student Group: Special Education***

65% will score Approaches Grade Level Standards

48% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

***Focus Student Group: African American***

75% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

**SOCIAL STUDIES**

**2018-2019 Performance:**

**Economically Disadvantaged Students**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

***Focus Student Group: Special Education***

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

***Focus Student Group: African American***

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

***Focus Student Group: Type Group Here***

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

***Focus Student Group: Type Group Here***

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**SCIENCE**



#### 2018-2019 Performance:

##### Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

n/a% scored Approaches Grade Level Standards

  % scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**Focus Student Group: African American**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**Focus Student Group: Type Group Here**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**Focus Student Group: Type Group Here**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

#### Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

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