

Conroe Independent School District
Broadway Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student Achievement Summary

STAAR Results	2017-2018	2018-2019	2021-2022
Domain 1 - Student Achievement	92/A	91/A	92/A
Domain 2 - School Progress		83/B	86/B
Domain 3 - Closing Performance Gaps	98/A	100/A	98/A
Overall Accountability	94/A	94/A	94/A
Distinctions	None	1:Domain 3	None
Attendance	96.90%	97.30%	94.97%
Enrollment	971	1,065	1,299

Reading	Third Grade		
STAAR	Approaches	Meets	Masters
2021/2022	77%	89%	71%
2020/2021	90%	68%	36%
2018/2019	84%	66%	43%
2017/2018	92%	73%	46%

Reading	Fourth Grade		
STAAR	Approaches	Meets	Masters
2021/2022	90%	73%	42%
2020/2021	79%	59%	33%
2018/2019	92%	66%	43%
2017/2018	91%	71%	46%

Math	Third Grade		
STAAR	Approaches	Meets	Masters
2021/2022	84%	62%	36%
2020/2021	90%	59%	33%
2018/2019	89%	67%	42%
2017/2018	94%	73%	45%

Math	Fourth Grade		
STAAR	Approaches	Meets	Masters
2021/2022	91%	65%	40%
2020/2021	84%	66%	44%
2018/2019	94%	77%	56%
2017/2018	96%	76%	50%

Student Achievement Strengths

Domain 1 Student Achievement has stayed consistent in the past three years

Domain 2 School Progress improved 4 points from the previously reported year.

Domain 3- Closing Performance Gaps, remains strong

Our Overall Accountability has stayed the same for the past three reporting years.

Third Grade Reading Scores: Students performing in the "Masters" category has increased by 25 percentage points from 2017-2018 to 2021-2022. Students performing in the "Meets" category increased by 16 percentage points from 2017-2018 to 2021-2022.

Fourth grade reading STAAR: 90% and above "Approaches" rate for 4th grade for the past three reporting years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our Economically Disadvantaged population performed significantly lower than the other sub-populations. Economically Disadvantaged students' scaled score was 75, while our overall scaled score was 94. **Root Cause:** Our Economically Disadvantaged population has grown from 12.1% to 14.5% over the past 2

years. This rapid growth occurred faster than we were able to develop targeted interventions to address the needs of these students.

Problem Statement 2 (Prioritized): Third grade students scored 13 points lower than fourth grade students on the Reading STAAR test. **Root Cause:** Third grade students had not had a normal school year since their kindergarten school year in 2018/2019. Students developed learning gaps for a variety of reasons resulting from the lack of formal learning structure during the pandemic.

Problem Statement 3 (Prioritized): Our students who meet expectations in math scored 27 and 8 points lower than reading in Third and fourth grade respectively. **Root Cause:** Our students have to learn math facts with automaticity. Third and fourth graders missed instructional structured practice time during the past two years. It has affected their basic math skills that require practice over time.

Problem Statement 4: Third grade students scored 7 points lower than fourth grade students on the Math STAAR test. **Root Cause:** Third grade students had not had a normal school year since their kindergarten school year in 2018/2019. Students developed learning gaps for a variety of reasons resulting from the lack of formal learning structure during the pandemic.

Problem Statement 5: Our third and fourth students STAAR test data doesn't show consistent growth. **Root Cause:** The PLC structure and data analysis process was affected during the two years of COVID restrictions, limiting teachers' collaboration. We have experienced explosive student population growth and change.

Problem Statement 6: The STAAR test reading data shows that our third and fourth-grade SpEd students are under-performing compared to other Sub-populations. **Root Cause:** Our identification, testing, and ARD process were not organized and fast enough to fully serve our SpEd students as required.

Problem Statement 7: Our data shows that our teachers in third and fourth grade taught at different thinking levels. **Root Cause:** Our PLC meetings did not have a clearly defined structure and organization to support teachers' collaboration and development of their teaching skills.

Problem Statement 8: Our K-2 Grade data shows that our students do not have the ability to recall basic addition and subtraction math facts with automaticity. **Root Cause:** Our students in the lower grades did not have the time and structure to develop the skills that require practice and constant spiraling.

Culture and Climate

Culture and Climate Summary

*Broadway Elementary continues to use the Positivity Project. 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.

*A guidance lesson is shown weekly on the morning announcements. Our staff is highly invested in this program which adds to the success of it for Broadway Elementary. There is a parent component that is sent home at the beginning of the school year and a reminder sent home in our weekly school bulletin.

*For the 2022-2023 school year we are also adding weekly character lessons utilizing CISD resources.

*When students exhibit character traits throughout the school day, they can receive a Star Coupon. When students reach 10 coupons, they are inducted into our Hall Of Fame. They will receive a shirt, have their picture taken to be put in the hallway, and are invited to be part of the Drive of Fame, which is held once every nine weeks.

*Our 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 will continue to provide subscriptions to Dreambox and literacy websites. They assist us financially during the 12 Days of Christmas and Teacher Appreciation Week so our staff feel appreciated. 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, hallway, cafeteria, and visitor procedures for our campus to follow during the school week. The Foundations team has also created discipline referral guidelines including mild, moderate, and severe behaviors. This school year we will focus on our dismissal procedures to ensure all students, teachers and staff understand the follow the procedures to keep our building safe.

*Broadway has a K-9 co-counselor, Leia, who will begin to come to school every Friday with our counselor. Leia is used in our building for multiple reasons: behavioral incentives, joy for our students, de-stresser for staff and students, character builder for the students, opportunity to lay beside a student and listen to them read.

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

Robotics Club

Destination Imagination

Art club

Honor Choir

*Broadway has a social committee which focuses on providing morale boosters, opportunities to socialize and celebrate staff and teachers personal life events (i.e. baby showers, marriages).

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 students, teachers, and community members feel welcome. There are so many ways that we acknowledge our students for their character through our Hall of Fame. Another Broadway strength is the dedication and buy-in of our Positivity Project. Our students are watching and participating in our guidance lessons on the announcements and in the classrooms daily which leads into their 5-10 minute video on the character trait that we are focusing on. Our students make reference to the announcements often. Our staff celebrate each other's successes and student successes through TAEs and SAEs. This kind of celebration has become routine for our staff and students.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Based on data from the OHI, communication to faculty and staff presented an issue during the previous school year. **Root Cause:** The feedback that was shared that decisions made by administrators were not concrete and were left to teachers and staff to be decided. Teachers and staff wanted more direct concrete due dates.

Problem Statement 2: Based on the data from the OHI from last school year, teacher and staff felt unsupported with overall conflict amongst teams and support with student and parent issues. **Root Cause:** Teachers and staff needed additional structures regarding expectation and positive interactions with students. There was not a clear explanation regarding the why behind student discipline decision making.

Problem Statement 3: Conroe ISD increased safety criteria for the 2022-2023 school year. Conroe ISD provides training starting in the summer. **Root Cause:** Most teachers complete required courses over the summer and retention of learning may be low due to the time lapse.

Parent and Community Engagement

Parent and Community Engagement Summary

Broadway Elementary has a positive relationship with our PTO. PTO 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. 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 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, t-shirts, 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): Parents of students in special programs (504, Special Education, Gifted and Talented, English as a Second Language, etc.) struggle to understand their student's program and the policies and procedures of the corresponding program. **Root Cause:** During initial placement into these programs, the "why" behind the program(s), along with the goals, and realistic expectations aren't explained in enough detail or in terms where non-educators understand the verbiage being used.

Problem Statement 2: Due to Covid, overall parent engagement and involvement has decreased over the preceding 2 school years. **Root Cause:** Protocols put in place throughout the pandemic limited parent involvement.

Problem Statement 3: Due to the large number of enrolled students at Broadway Elementary, new families have a hard time connecting with our existing families and faculty. **Root Cause:** Because of how large our campus is, school faculty has a hard time getting to know our school community well. In addition, there are few opportunities or avenues to connect new families with existing families.

Priority Problem Statements

Problem Statement 1: Our Economically Disadvantaged population performed significantly lower than the other sub-populations. Economically Disadvantaged students' scaled score was 75, while our overall scaled score was 94.

Root Cause 1: Our Economically Disadvantaged population has grown from 12.1% to 14.5% over the past 2 years. This rapid growth occurred faster than we were able to develop targeted interventions to address the needs of these students.

Problem Statement 1 Areas: Student Achievement

Problem Statement 4: Based on data from the OHI, communication to faculty and staff presented an issue during the previous school year.

Root Cause 4: The feedback that was shared that decisions made by administrators were not concrete and were left to teachers and staff to be decided. Teachers and staff wanted more direct concrete due dates.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Parents of students in special programs (504, Special Education, Gifted and Talented, English as a Second Language, etc.) struggle to understand their student's program and the policies and procedures of the corresponding program.

Root Cause 5: During initial placement into these programs, the "why" behind the program(s), along with the goals, and realistic expectations aren't explained in enough detail or in terms where non-educators understand the verbiage being used.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 3: Third grade students scored 13 points lower than fourth grade students on the Reading STAAR test.

Root Cause 3: Third grade students had not had a normal school year since their kindergarten school year in 2018/2019. Students developed learning gaps for a variety of reasons resulting from the lack of formal learning structure during the pandemic.

Problem Statement 3 Areas: Student Achievement

Problem Statement 2: Our students who meet expectations in math scored 27 and 8 points lower than reading in Third and fourth grade respectively.

Root Cause 2: Our students have to learn math facts with automaticity. Third and fourth graders missed instructional structured practice time during the past two years. It has affected their basic math skills that require practice over time.

Problem Statement 2 Areas: Student Achievement

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
- HB3 CCMR goals
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 89% to 93%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data from prior year.
CFA and Cambium data collected during the school year.

Strategy 1 Details	Reviews			
Strategy 1: We will implement and analyze the data after every CFA and Cambium test followed by an intervention plan to correct the learning gaps. We included daily intervention time on our daily schedule. Strategy's Expected Result/Impact: Teachers will create intervention plans that will be delivered during the intervention time scheduled. Staff Responsible for Monitoring: Administration Instructional Coach Classroom Teachers Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers and administrators will work on Reading Academy program during the school year to improve classroom reading strategies. Strategy's Expected Result/Impact: After all teachers have completed the Reading Academy program, teachers should be able to use standardized best practices to close students' academic gaps. Staff Responsible for Monitoring: Administration Instructional Coach Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 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 Instructional Coach Problem Statements: Student Achievement 1, 2 Funding Sources: Substitute/Tutor - State Comp Ed - \$3,400.50	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Our Economically Disadvantaged population performed significantly lower than the other sub-populations. Economically Disadvantaged students' scaled score was 75, while our overall scaled score was 94. Root Cause: Our Economically Disadvantaged population has grown from 12.1% to 14.5% over the past 2 years. This rapid growth occurred faster than we were able to develop targeted interventions to address the needs of these students.</p> <p>Problem Statement 2: Third grade students scored 13 points lower than fourth grade students on the Reading STAAR test. Root Cause: Third grade students had not had a normal school year since their kindergarten school year in 2018/2019. Students developed learning gaps for a variety of reasons resulting from the lack of formal learning structure during the pandemic.</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 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 62% to 66%.

HB3 Goal

Evaluation Data Sources: STAAR test data from prior years.
Cambium and CFA data.

Strategy 1 Details	Reviews			
Strategy 1: Students will continue to utilize Dreambox as a resource to build number fluency. Strategy's Expected Result/Impact: Students' math fact fluency should increase throughout the year. Staff Responsible for Monitoring: Classroom Teachers Instructional Coach Administration Problem Statements: Student Achievement 1, 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Broadway will use State Comp ed funds for third grade interventions and tutoring. Strategy's Expected Result/Impact: Increased math scores Staff Responsible for Monitoring: Math Tutor Math Teachers Administration Instructional Coach Problem Statements: Student Achievement 1, 3 Funding Sources: Substitute/Tutor - State Comp Ed - \$3,400.50	Formative			Summative
	Oct	Dec	Mar	June
<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 2 Problem Statements:

Student Achievement

Problem Statement 1: Our Economically Disadvantaged population performed significantly lower than the other sub-populations. Economically Disadvantaged students' scaled score was 75, while our overall scaled score was 94. **Root Cause:** Our Economically Disadvantaged population has grown from 12.1% to 14.5% over the past 2 years. This rapid growth occurred faster than we were able to develop targeted interventions to address the needs of these students.

Problem Statement 3: Our students who meet expectations in math scored 27 and 8 points lower than reading in Third and fourth grade respectively. **Root Cause:** Our students have to learn math facts with automaticity. Third and fourth graders missed instructional structured practice time during the past two years. It has affected their basic math skills that require practice over time.





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 the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 73 % to 77%.

HB3 Goal

Evaluation Data Sources: STAAR data from prior years.
CFA and Cambium data collected during the school year.

Strategy 1 Details	Reviews			
Strategy 1: Broadway will use State Comp ed funds for fourth grade interventions and tutoring. Strategy's Expected Result/Impact: Increased Reading scores Staff Responsible for Monitoring: Reading Tutor ELA Teachers Administration Instructional Coach Problem Statements: Student Achievement 1, 2 Funding Sources: Substitute/Tutor - State Comp Ed - \$3,400.50	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers and administrators will work on Reading Academy program during the school year to improve classroom reading strategies. Strategy's Expected Result/Impact: After all teachers have completed the Reading Academy program, teachers should be able to use standardized best practices to close students' academic gaps. Staff Responsible for Monitoring: Administration Instructional Coach Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Our Economically Disadvantaged population performed significantly lower than the other sub-populations. Economically Disadvantaged students' scaled score was 75, while our overall scaled score was 94. **Root Cause:** Our Economically Disadvantaged population has grown from 12.1% to 14.5% over the past 2 years. This rapid growth occurred faster than we were able to develop targeted interventions to address the needs of these students.

Problem Statement 2: Third grade students scored 13 points lower than fourth grade students on the Reading STAAR test. **Root Cause:** Third grade students had not had a normal school year since their kindergarten school year in 2018/2019. Students developed learning gaps for a variety of reasons resulting from the lack of formal learning structure during the pandemic.





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 the percent of 4th grade students that score at the meets grade level or above on STAAR Math from 65 % to 70%.

HB3 Goal

Evaluation Data Sources: STAAR data from prior years.
CFA and Cambium data collected during the school year.

Strategy 1 Details	Reviews			
Strategy 1: Broadway will use State Comp ed funds for third grade interventions and tutoring. Strategy's Expected Result/Impact: Increased Math scores Staff Responsible for Monitoring: Math Tutor Math Teachers Administration Instructional Coach Problem Statements: Student Achievement 1, 3 Funding Sources: Substitute/Tutor - State Comp Ed - \$3,400.50	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will continue to utilize Dreambox as a resource to build number fluency. Strategy's Expected Result/Impact: Students' math fact fluency should increase throughout the year. Staff Responsible for Monitoring: Classroom Teachers Instructional Coach Administration Problem Statements: Student Achievement 1, 3	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: Our Economically Disadvantaged population performed significantly lower than the other sub-populations. Economically Disadvantaged students' scaled score was 75, while our overall scaled score was 94. **Root Cause:** Our Economically Disadvantaged population has grown from 12.1% to 14.5% over the past 2 years. This rapid growth occurred faster than we were able to develop targeted interventions to address the needs of these students.

Problem Statement 3: Our students who meet expectations in math scored 27 and 8 points lower than reading in Third and fourth grade respectively. **Root Cause:** Our students have to learn math facts with automaticity. Third and fourth graders missed instructional structured practice time during the past two years. It has affected their basic math skills that require practice over time.

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	Reviews			
Strategy 1: The secretary and principal will meet weekly to go over financial activity in the school budget. Strategy's Expected Result/Impact: Financial balance Staff Responsible for Monitoring: Principal Secretary Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
<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:

Culture and Climate
Problem Statement 1: Based on data from the OHI, communication to faculty and staff presented an issue during the previous school year. Root Cause: The feedback that was shared that decisions made by administrators were not concrete and were left to teachers and staff to be decided. Teachers and staff wanted more direct concrete due dates.





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: Maintain and grow our Teacher Leaders, our Instructional and Behavioral Coaches, and Administrators by attending weekly meetings.

Evaluation Data Sources: Weekly Meetings

Strategy 1 Details	Reviews			
Strategy 1: Our Grade Level Team Leaders will meet every Monday after school . Meetings will consist of instrumental information for grade levels to operate effectively. Strategy's Expected Result/Impact: Grade levels cohesive with one another. Effective communication between all grade levels. Staff Responsible for Monitoring: Team Leaders Administration Instructional Coach Behavioral Coach Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration , Instructional Coach, Behavioral Coach, and Counselors will meet twice a week to update each other on classroom visits and walk throughs, teacher concerns, student concerns, and house keeping business. Strategy's Expected Result/Impact: Build effective communication between our administrative team. Staff Responsible for Monitoring: Administrators Counselors Instructional Coach Behavioral Coach Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The principal will meet with the Behavioral Coach and the Instructional Coach weekly Strategy's Expected Result/Impact: Grow the coaches' roles in the building. Effective Communication between school leaders and the principal. Staff Responsible for Monitoring: Principal Instructional Coach Behavioral Coach Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The Principal will meet with each Assistant Principal the last Friday of each month. Strategy's Expected Result/Impact: Build the connection between the Administration team. Review monthly events and provide constructive feedback. Staff Responsible for Monitoring: Principal Assistant Principals Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 1: Based on data from the OHI, communication to faculty and staff presented an issue during the previous school year. Root Cause: The feedback that was shared that decisions made by administrators were not concrete and were left to teachers and staff to be decided. Teachers and staff wanted more direct concrete due dates.

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 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 2: Using ESSER Funds, Broadway will invest in qualified and trained staff.

Evaluation Data Sources: Increase of teachers and staff for student support.

Strategy 1 Details	Reviews			
Strategy 1: Utilize our Behavior Coach to assist students by addressing behavioral concerns in the classroom for the second year. Strategy's Expected Result/Impact: Increase positive behaviors with students in the classroom. Staff Responsible for Monitoring: Behavioral Coach Administration Problem Statements: Student Achievement 1, 2, 3 Funding Sources: Behavior Coach/Teacher - ESSER III - \$102,705	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Due to the size of our student population, we have hired a third Assistant Principal. Strategy's Expected Result/Impact: More administrators to address situations. Staff Responsible for Monitoring: Principal Problem Statements: Student Achievement 1, 2, 3 - Culture and Climate 1 Funding Sources: Third Assistant Principal - ESSER II - \$120,930	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Hire a new third and fourth grade teacher due to the size of our student population. Strategy's Expected Result/Impact: Allow a 22:1 student/teacher ratio. Staff Responsible for Monitoring: Administration Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 2 New Teachers - ESSER III - \$205,412	Formative			Summative
	Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Our Economically Disadvantaged population performed significantly lower than the other sub-populations. Economically Disadvantaged students' scaled score was 75, while our overall scaled score was 94. **Root Cause:** Our Economically Disadvantaged population has grown from 12.1% to 14.5% over the past 2 years. This rapid growth occurred faster than we were able to develop targeted interventions to address the needs of these students.

Problem Statement 2: Third grade students scored 13 points lower than fourth grade students on the Reading STAAR test. **Root Cause:** Third grade students had not had a normal school year since their kindergarten school year in 2018/2019. Students developed learning gaps for a variety of reasons resulting from the lack of formal learning structure during the pandemic.

Problem Statement 3: Our students who meet expectations in math scored 27 and 8 points lower than reading in Third and fourth grade respectively. **Root Cause:** Our students have to learn math facts with automaticity. Third and fourth graders missed instructional structured practice time during the past two years. It has affected their basic math skills that require practice over time.

Culture and Climate

Problem Statement 1: Based on data from the OHI, communication to faculty and staff presented an issue during the previous school year. **Root Cause:** The feedback that was shared that decisions made by administrators were not concrete and were left to teachers and staff to be decided. Teachers and staff wanted more direct concrete due dates.





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: Increase communication in a timely manner with faculty and staff to provide a supportive, collaborative environment for all teachers, staff and students.

High Priority

Evaluation Data Sources: OHI survey data
Outlook calendar entries

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers and staff with future due dates ahead of time. Strategy's Expected Result/Impact: Teachers will feel more prepared and informed on events ahead of time. Staff Responsible for Monitoring: Counselors Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide team lead teachers with a google form with questions, comments or requests. Strategy's Expected Result/Impact: Teachers will have access to ask questions, add comments or make requests with feedback in a timely manner. Staff Responsible for Monitoring: Administration team Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Remind staff of behavior expectations for the adults in the building. Strategy's Expected Result/Impact: Everyone will feel respected and appreciated. Staff Responsible for Monitoring: Administration Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	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 to faculty and staff presented an issue during the previous school year. Root Cause: The feedback that was shared that decisions made by administrators were not concrete and were left to teachers and staff to be decided. Teachers and staff wanted more direct concrete due dates.





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: Teachers will complete Safe School training by the end of October.

High Priority

Evaluation Data Sources: Completion report

Strategy 1 Details	Reviews			
Strategy 1: Increase safety reminders during lead team meetings and faculty meetings. Strategy's Expected Result/Impact: Teachers and staff will retain Safe School knowledge more readily. Staff Responsible for Monitoring: Administration Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	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 1: Based on data from the OHI, communication to faculty and staff presented an issue during the previous school year. Root Cause: The feedback that was shared that decisions made by administrators were not concrete and were left to teachers and staff to be decided. Teachers and staff wanted more direct concrete due dates.

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: Teachers will analyze the data generated after every CFA or Cambium test to determine specific gaps and create lesson plans tailored to the students specific needs..

Evaluation Data Sources: Data generated by CFA and Cambium testing process.

Strategy 1 Details		Reviews			
Strategy 1: Broadway is creating a new Data Committee who will meet monthly to review academic data and identify gaps in students learning. Strategy's Expected Result/Impact: Teachers will have a clear understanding on student data and are able to take the data and create an effective plan for students moving forward. Staff Responsible for Monitoring: Administration Data Committee members Problem Statements: Student Achievement 1, 2, 3 - Culture and Climate 1		Formative			Summative
		Oct	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: Our Economically Disadvantaged population performed significantly lower than the other sub-populations. Economically Disadvantaged students' scaled score was 75, while our overall scaled score was 94. Root Cause: Our Economically Disadvantaged population has grown from 12.1% to 14.5% over the past 2 years. This rapid growth occurred faster than we were able to develop targeted interventions to address the needs of these students.
Problem Statement 2: Third grade students scored 13 points lower than fourth grade students on the Reading STAAR test. Root Cause: Third grade students had not had a normal school year since their kindergarten school year in 2018/2019. Students developed learning gaps for a variety of reasons resulting from the lack of formal learning structure during the pandemic.
Problem Statement 3: Our students who meet expectations in math scored 27 and 8 points lower than reading in Third and fourth grade respectively. Root Cause: Our students have to learn math facts with automaticity. Third and fourth graders missed instructional structured practice time during the past two years. It has affected their basic math skills that require practice over time.
Culture and Climate
Problem Statement 1: Based on data from the OHI, communication to faculty and staff presented an issue during the previous school year. Root Cause: The feedback that was shared that decisions made by administrators were not concrete and were left to teachers and staff to be decided. Teachers and staff wanted more direct concrete due dates.

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: Purchase teacher and student resources specifically for EB students.

Evaluation Data Sources: Teacher Feedback
Instructional Coach Feedback
LPAC Feedback

Strategy 1 Details	Reviews			
Strategy 1: EB students will be signed up for Imagine Learning Licenses Strategy's Expected Result/Impact: Higher scores for our EB students. Staff Responsible for Monitoring: LPAC Coordinator Instructional Coach Teacher Funding Sources: Imagine Learning Software for EL Students - Title III - \$4,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: EB Students will be provided a Summit K-12 license. Strategy's Expected Result/Impact: Higher speaking scores for EB students on TELPAS. Staff Responsible for Monitoring: LPAC Coordinator Teacher	Formative			Summative
	Oct	Dec	Mar	June
<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>				

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: Ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: 1:2 or 1:1 ration of technology

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: In partnership with PTO using the annual fundraiser, we will continue to purchase chrome books and carts for our students. Strategy's Expected Result/Impact: 1:2 or 1:1 ratio Staff Responsible for Monitoring: Librarian Administration Problem Statements: Student Achievement 1, 2, 3				
<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 3 Problem Statements:

Student Achievement
Problem Statement 1: Our Economically Disadvantaged population performed significantly lower than the other sub-populations. Economically Disadvantaged students' scaled score was 75, while our overall scaled score was 94. Root Cause: Our Economically Disadvantaged population has grown from 12.1% to 14.5% over the past 2 years. This rapid growth occurred faster than we were able to develop targeted interventions to address the needs of these students.
Problem Statement 2: Third grade students scored 13 points lower than fourth grade students on the Reading STAAR test. Root Cause: Third grade students had not had a normal school year since their kindergarten school year in 2018/2019. Students developed learning gaps for a variety of reasons resulting from the lack of formal learning structure during the pandemic.
Problem Statement 3: Our students who meet expectations in math scored 27 and 8 points lower than reading in Third and fourth grade respectively. Root Cause: Our students have to learn math facts with automaticity. Third and fourth graders missed instructional structured practice time during the past two years. It has affected their basic math skills that require practice over time.

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Imagine Learning Software for EL Students		\$4,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitute/Tutor		\$3,400.50
1	2	2	Substitute/Tutor		\$3,400.50
1	3	1	Substitute/Tutor		\$3,400.50
1	4	1	Substitute/Tutor		\$3,400.50
Sub-Total					\$13,602.00
Budgeted Fund Source Amount					\$13,602.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Third Assistant Principal		\$120,930.00
Sub-Total					\$120,930.00
Budgeted Fund Source Amount					\$120,930.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Behavior Coach/Teacher		\$102,705.00
3	2	3	2 New Teachers		\$205,412.00
Sub-Total					\$308,117.00
Budgeted Fund Source Amount					\$308,117.00
+/- Difference					\$0.00
Grand Total Budgeted					\$446,649.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$446,649.00
+/- Difference					\$0.00