

**Conroe Independent School District**  
**Armstrong Elementary**  
**2023-2024 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	6
Parent and Community Engagement	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	12
Goals	15
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.	15
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.	24
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.	26
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.	28
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.	31
Title I	35
1.1: Comprehensive Needs Assessment	35
2.1: Campus Improvement Plan developed with appropriate stakeholders	35
2.2: Regular monitoring and revision	35
2.3: Available to parents and community in an understandable format and language	35
2.4: Opportunities for all children to meet State standards	35
2.5: Increased learning time and well-rounded education	35
2.6: Address needs of all students, particularly at-risk	35
3.1: Annually evaluate the schoolwide plan	36
4.1: Develop and distribute Parent and Family Engagement Policy	36
4.2: Offer flexible number of parent involvement meetings	36
Campus Funding Summary	37

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

**Armstrong Elementary serves a largely at-risk student population:**

97.4% Economically Disadvantaged

10.4% Special Education

60.5% Limited English Proficient

22.3% Mobility Rate

**Armstrong serves a diverse population:**

78% Hispanic

11% Black

6% White

1% American Indian

**For the 2022-23 school year, the overall student achievement rating is projected to be a "D" rating through TEA.**

Domain 1 - Student Achievement - 65

Domain IIA - Academic Growth - 57

Domain IIB - Relative Performance - 74

Domain II - Overall - 74

Domain III - Closing the Gaps - 49

Overall Projected A-F Scale - 67 resulting in a projected "D" rating

This data is representative of gaps in student groups within our campus. These groups include Special Ed and Economically Disadvantaged. Special Ed and Economically

Disadvantaged student groups need to be targeted for more personalized learning in order to meet said targets.

In comparison to the campus percentage of Meets Grade Level, the following summarizes the areas in need:

- Special Education Meets Grade Level
  - Reading: 6%
  - Math: 11%
- Economically Disadvantaged Meets Grade Level
  - Reading: 33%
  - Math: 36%
- Hispanic Meets Grade Level
  - Reading: 35%
  - Math: 38%

### Student Achievement Strengths

Armstrong Elementary strives to close the achievement gaps in all subjects by refining best practices in all content areas. Armstrong teachers will continue to refine reading and math skills throughout the 2023-24 school year by focusing on higher leveling questioning and tiering guided math instruction to meet diverse learners. Third and Fourth grade teachers will focus on reading and writing strategies with support from a Jennifer Seravallo Consultant, campus coaches and district coaches.

On the 2023 STAAR Reading assessment, 66% of all students, 33% of economically disadvantaged, 35% of Hispanic students, 37% of Limited English Proficient students, and 6% of Special Education students scored at the “Approaches” grade level and above.

On the 2023 STAAR Math assessment, 61% of all students, 36% of economically disadvantaged, 38% of Hispanic students, 40% of Limited English Proficient students, and 11% of Special Education students scored at the “Approaches” grade level and above.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments. **Root Cause:** There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.

**Problem Statement 2 (Prioritized):** On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy. **Root Cause:** There is a continued need to develop our Guided Math small group instruction across grade levels.

**Problem Statement 3 (Prioritized):** On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level. **Root Cause:** There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.

**Problem Statement 4 (Prioritized):** On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level. **Root Cause:** There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.

**Problem Statement 5 (Prioritized):** Less than 1 % of students are eligible to exit LEP status each year. **Root Cause:** There is a need to support teachers during the English acquisition week to encourage students to stretch their English language to ensure they are practicing listening, speaking, and reading in English.

**Problem Statement 6:** On the 2022-2023 STAAR Reading assessment, 6% of Special Education students scored at the meets grade level. **Root Cause:** There is a need to continue to develop materials and supports to ensure that special education students have access to grade level appropriate curriculum as well as accommodations.

**Problem Statement 7:** On the 2022-2023 STAAR , African American sub-population scored 22% in reading and 19% in math at the meets grade level. **Root Cause:** There is a need to continue to develop materials and supports to ensure that all students have access to scaffolds to support their academic growth.

# Culture and Climate

## Culture and Climate Summary

Mission Statement: Armstrong Elementary staff, parents, and community work together to ensure that all students are challenged to grow academically, socially, and emotionally.

Armstrong Elementary serves 620 students with 97.4% of the population identified as low socioeconomic status.

Armstrong Elementary is committed to the social, emotional, behavioral, and academic success of all students. At Armstrong Elementary, students are taught to manage their emotions, behaviors, and make responsible decisions. In 2022-2023, Armstrong reported 839 behavioral referrals for the year, which increased from the previous year by 8%. Teachers focused on teaching CHAMPS expectations in classrooms throughout the campus. Through a Positive Behavioral Intervention and Support (PBIS) approach, as well as, the support of campus PBIS Liaison, campus counselors, and Tri-County Behavioral Services students, learn to manage their emotions, behaviors, and make responsible decisions. In addition to improving students' social and emotional well-being, Armstrong staff is also committed to the health, wellness, and safety of all students and staff.

At Armstrong Elementary, recognizing and appreciating cultural differences is a part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. Conroe ISD encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

## Culture and Climate Strengths

“All Means All” at Armstrong Elementary. Every students’ academic, social, and emotional needs are a priority.

Armstrong Elementary utilizes all available resources, including colleges, universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pool, particularly in identified shortage areas.

Armstrong Elementary strives to ensure a safe and orderly environment conducive to learning for all students and staff.

Armstrong Elementary continues to promote Safe Schools through annual Safe Schools trainings and strategies to keep our schools, students, and staff safe.

At Armstrong Elementary, we engage students, families, and our community as authentic partners in social and emotional development.

Conroe ISD provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations. Armstrong Elementary has a Foundations team of teachers that analyze data, review procedures, and train staff on systems, procedures, and campus expectations inside and outside of the classroom. The campus is focused on refining procedures for common area transitions and creating the campus Guidelines for Success, which is "All Astros will be Kind, Respectful, Positive, and Responsible. Each classroom teacher selects a student weekly that has exhibited the Guidelines for Success, and that child receives a Golden Ticket. Golden Ticket recipients are celebrated monthly.

The 22-23 OHI Average Score for Armstrong Elementary indicated a 19 point increase from the previous year. The data revealed that Goal Focus was at the interdependent level. Communication, Optimal Power Equalization, Resource Utilization, Cohesiveness, Morale, and Problem Solving Adequacy were at the independent level. Goal Focus, Communication, and Moral were the highest dimensions.

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

**Problem Statement 1 (Prioritized):** Teachers were not equipped to make in the moment decisions for behavior issues due to the lack of clarity with levels of misbehavior. **Root Cause:** The Foundations Team is in Cohort 7 and has been working on identifying levels of misbehaviors and action steps for teachers to utilize in their classrooms.

**Problem Statement 2 (Prioritized):** Communication with families has been inconsistent in regard to behaviors, academic, and social emotional needs for students. **Root Cause:** Expectations have been inconsistently implemented across campus to inform parents of student needs and campus events.

**Problem Statement 3:** The number of behavioral incidents increased to 839 from 746 the previous year. **Root Cause:** Foundational best practices were inconsistently implemented across academic and social settings, therefore, students failed to meet school-wide expectations in unstructured areas.

**Problem Statement 4:** Campus walk-throughs and observations revealed inconsistent utilization of setting behavioral expectations during classroom instruction and in common areas throughout the building. **Root Cause:** Foundational best practices needed to be consistently taught, practiced, and revisited more frequently to ensure expectations are clear and concise to all stakeholders.

**Problem Statement 5:** The campus OHI indicated the priority dimension as adaptation. **Root Cause:** There were many new to Conroe and new to Armstrong teachers hired in 2022-2023. The level of support needed to adapt to CISD best practices in reading and math, the completion of the Reading Academy, and the diverse needs of our campus indicated additional support was needed to ensure staff adapt to the new environment.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Armstrong Elementary is a high at-risk campus with 77% of our student population coded as at risk and 97% of our students receiving free or reduced lunch. Also, 78% of the student population is Hispanic; therefore, communication is provided in English and Spanish to families at Armstrong Elementary through various electronic and paper methods. We utilize many modes of communication: school messenger, class dojo, weekly folders, parent nights for reading and math, campus newsletters, and social media.

Armstrong Elementary currently works with the following community resources: Tri-County Mental and Behavioral Health, Montgomery County Food Bank, Assistance League for clothing, food, and school supplies, and Be Blessed Organization and the Houston Astros Foundations donated school supplies, backpacks, and books to students. Tri-County Behavioral Healthcare counselors are housed on our campus and provide skills training, as well as play therapy for students. Armstrong counselors and administrators collaborate with Tri-County counselors to connect parents to the community service to assist students with mental health, social, and emotional services.

Our parents take an active role in our school community. Parents attended Title I reading and math nights to learn how to support their children with academic readiness. A parent information night was held at Armstrong in conjunction with Conroe ISD's Community Outreach Department to bring the Mexican Consulate to the campus to help families with educational needs and to provide primary, secondary, and higher educational opportunities. Parents participated in a school fund raiser event volunteering to run or provide support during grade level Color Runs. Families attended music concerts, awards ceremonies, and kindergarten graduation.

Positive Behavior Supports are implemented to create a safe and healthy campus environment. Counselors highlighted monthly character education during morning announcements and classroom guidance lessons. "Why Try" curriculum and the CASEL model were incorporated to teach the competencies for social emotional learning. Students and teachers participated in "Golden Ticket" celebration on Fridays to promote kindness and respect throughout the school year.

## Parent and Community Engagement Strengths

Armstrong Elementary's partnership with Montgomery County Food Bank and Tri-County provides support to student and family needs. Tri-County Services provides mental health support for our students while they are on campus, which is beneficial to students, families, and the educational setting. Tri-County is able to address identified needs of students during and after school hours at Armstrong Elementary. This service lessens the stress on parents as they are not having to transport students to another facility for services.

Montgomery County Food Bank, MCFB, provides perishable and non-perishable items to 60 families. The MCFB also provides school supplies for students and teachers through their Teacher's Aide program.

At Armstrong Elementary, we utilize many modes of communication to ensure parents are connected to the school community.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Communication with families has been inconsistent in regard to behaviors, academic, and social emotional needs for students. **Root Cause:** Expectations have been inconsistently implemented across campus to inform parents of student needs and campus events.

**Problem Statement 2 (Prioritized):** There is limited participation in Parent/Teacher conferences, parent participation in school events, and other parent contacts to build the home - school connection to meet social, emotional, and academic goals of learners. **Root Cause:** School events need to be communicated in a timely manner in order to ensure parents can make arrangements to attend. Families work and some have limited technology skills or time to participate in meetings or events.



**Problem Statement 3:** Community and parent volunteers are limited to support teaching and learning. **Root Cause:** Many parents cannot volunteer due to a lack of opportunity based on their work schedules, lack of transportation, or childcare.

**Problem Statement 4:** We have a higher mobility rate which makes building relationships and trust with school families more difficult. **Root Cause:** A percentage of the housing structures that feed into our school are more conducive to increased mobility rates.

# Priority Problem Statements

**Problem Statement 1:** The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments.

**Root Cause 1:** There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy.

**Root Cause 2:** There is a continued need to develop our Guided Math small group instruction across grade levels.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level.

**Root Cause 3:** There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level.

**Root Cause 4:** There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Less than 1 % of students are eligible to exit LEP status each year.

**Root Cause 5:** There is a need to support teachers during the English acquisition week to encourage students to stretch their English language to ensure they are practicing listening, speaking, and reading in English.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Communication with families has been inconsistent in regard to behaviors, academic, and social emotional needs for students.

**Root Cause 6:** Expectations have been inconsistently implemented across campus to inform parents of student needs and campus events.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** Communication with families has been inconsistent in regard to behaviors, academic, and social emotional needs for students.

**Root Cause 7:** Expectations have been inconsistently implemented across campus to inform parents of student needs and campus events.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 8:** There is limited participation in Parent/Teacher conferences, parent participation in school events, and other parent contacts to build the home - school

connection to meet social, emotional, and academic goals of learners.

**Root Cause 8:** School events need to be communicated in a timely manner in order to ensure parents can make arrangements to attend. Families work and some have limited technology skills or time to participate in meetings or events.

**Problem Statement 8 Areas:** Parent and Community Engagement

**Problem Statement 9:** Teachers were not equipped to make in the moment decisions for behavior issues due to the lack of clarity with levels of misbehavior.

**Root Cause 9:** The Foundations Team is in Cohort 7 and has been working on identifying levels of misbehaviors and action steps for teachers to utilize in their classrooms.

**Problem Statement 9 Areas:** Culture and Climate

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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 and 4th grade students that score at the meets grade level or above on 2024 STAAR Reading from 34% to 39%.






**HB3 Goal**

**Evaluation Data Sources:** STAAR Assessment, Campus and District Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Pre-KG Teachers will use data from the CLI assessments to plan for differentiated instruction, circle time, and centers <b>Strategy's Expected Result/Impact:</b> By the end of the year CLI assessments will result in 89% proficiency in letter names and letter sounds. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Coaches Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Instructional ELA Coach - State Comp Ed - \$38,033.50	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> K-2 Teachers will use data from the mClass composite and BAS assessments to pin-point instructional reading levels and implement strategies for word study and guided reading to grow students' reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year 70% of students will read on or above grade level on BAS/SEL literacy assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p> <p><b>Funding Sources:</b> Instructional ELA Coach - State Comp Ed - \$38,033.50, Classroom Collections and Guided Reading Books - Title I - \$30,000, Instructional Materials and Resources - Title I - \$38,071.50</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All 3rd and 4th grade teachers will participate in professional development throughout the school year with the Jennifer Serravallo Consultant on strategy groups in reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase teacher knowledge and implementation of evidence-based practices to positively impact literacy achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Consultant Fees - Title I - \$34,000</p>	Formative		
	Dec	Mar	June
			



Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide data-driven TEKS based tutorials in the area of reading to close achievement gaps in grade level TEKS. <b>Strategy's Expected Result/Impact:</b> Close individual learning gaps based on individual student needs. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Administrators  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Instructional Tutor for Emergent Bilingual Students - Title III - \$4,500, Instructional Tutor - Title I - \$9,896.50	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments. <b>Root Cause:</b> There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.
<b>Problem Statement 3:</b> On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.



## 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 and 4th grade students that score meets grade level or above on 2024 STAAR Math from 37% to 42%.

### HB3 Goal

**Evaluation Data Sources:** STAAR Assessment, Campus and District Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Pre-KG Teachers will use data from the CLI assessments to plan for differentiated instruction, circle time, and centers. <b>Strategy's Expected Result/Impact:</b> By the end of the year CLI assessments will result in 86% proficiency in counting sets of objects.  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> Instructional Math Coach - State Comp Ed - \$42,437.70	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Kindergarten through 2nd grade teachers will use data from the early math assessment to plan for differentiated instruction in guided math, math review, and tiering stations. <b>Strategy's Expected Result/Impact:</b> By the end of the year the early math assessments will result in students' proficiency on early numeracy skills to meet grade level expectations. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> Instructional Math Coach - State Comp Ed - \$42,437.70, Instructional Materials and Resources - Title I - \$38,071.50	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Dreambox technology will be implemented in all Kindergarten through 4th grade math classrooms during math stations. <b>Strategy's Expected Result/Impact:</b> Close mathematical achievement gaps based on individual student needs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 2, 4	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide math TEKS based tutorials to close achievement gaps on grade level TEKS during school and after school. <b>Strategy's Expected Result/Impact:</b> Close individual learning gaps based on individual student needs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 2, 4 <b>Funding Sources:</b> Instructional Tutoring - State Comp Ed - \$5,623.60, Instructional Tutoring - Title I - \$9,896.50	Formative		
	Dec	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Performance Objective 2 Problem Statements:






Student Achievement
<b>Problem Statement 2:</b> On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy. <b>Root Cause:</b> There is a continued need to develop our Guided Math small group instruction across grade levels.
<b>Problem Statement 4:</b> On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.

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 special education students that score meets grade level or above on STAAR from 8.5% to 10% on both reading and math assessment.

**Evaluation Data Sources:** STAAR, Campus and District Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Special education staff will work with general education teachers utilizing assessment data to plan for differentiated instruction during scheduled support services. <b>Strategy's Expected Result/Impact:</b> Close individual learning gaps based on individual student needs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:







Student Achievement
<b>Problem Statement 1:</b> The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments. <b>Root Cause:</b> There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.
<b>Problem Statement 2:</b> On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy. <b>Root Cause:</b> There is a continued need to develop our Guided Math small group instruction across grade levels.
<b>Problem Statement 3:</b> On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.
<b>Problem Statement 4:</b> On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.

## 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 2024 TELPAS composite Advanced High percentage of Limited English Proficient students from 6% to 9%.

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Summit technology will be implemented in grades 2nd through 4th grade classrooms to increase students listening and speaking skills. <b>Strategy's Expected Result/Impact:</b> Increase language proficiency for English Language Learners <b>Staff Responsible for Monitoring:</b> Teachers and Administrator  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 5 <b>Funding Sources:</b> Summit K-12 - Title III - \$3,841	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will follow the bilingual model utilizing the language designated each week to ensure quality instruction and practice is received for reading, writing, listening and speaking in both English and Spanish. <b>Strategy's Expected Result/Impact:</b> Increase academic and language proficiency for English Language Learners <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, and Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 5 <b>Funding Sources:</b> Instructional Resources - Title III - \$2,850	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:

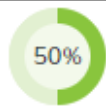




Student Achievement
<b>Problem Statement 5:</b> Less than 1 % of students are eligible to exit LEP status each year. <b>Root Cause:</b> There is a need to support teachers during the English acquisition week to encourage students to stretch their English language to ensure they are practicing listening, speaking, and reading in English.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Establish a well-rounded school curriculum that addresses STEM, Music, Art, and Physical Education or Enriched Learning Experiences.

Evaluation Data Sources: Campus and District Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> To provide firsthand experience related to the topic or concept being taught in the program or specific subject area. <b>Strategy's Expected Result/Impact:</b> Increase academic knowledge and to strengthen observation and perception skills. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, and Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 <b>Funding Sources:</b> - Title I	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 5 Problem Statements:






Student Achievement
<b>Problem Statement 1:</b> The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments. <b>Root Cause:</b> There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.
<b>Problem Statement 2:</b> On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy. <b>Root Cause:</b> There is a continued need to develop our Guided Math small group instruction across grade levels.
<b>Problem Statement 3:</b> On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.
<b>Problem Statement 4:</b> On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.

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:** Armstrong Elementary will maintain efficient and effective fiscal management of resources and operations throughout the fiscal year.

Evaluation Data Sources: Budgets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet with financial campus secretary weekly to review budgeted items and spending. <b>Strategy's Expected Result/Impact:</b> Manage funds to meet campus needs <b>Staff Responsible for Monitoring:</b> Principal and campus secretary  <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments. <b>Root Cause:</b> There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.</p> <p><b>Problem Statement 2:</b> On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy. <b>Root Cause:</b> There is a continued need to develop our Guided Math small group instruction across grade levels.</p> <p><b>Problem Statement 3:</b> On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.</p> <p><b>Problem Statement 4:</b> On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.</p> <p><b>Problem Statement 5:</b> Less than 1 % of students are eligible to exit LEP status each year. <b>Root Cause:</b> There is a need to support teachers during the English acquisition week to encourage students to stretch their English language to ensure they are practicing listening, speaking, and reading in English.</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: Leadership team conducts weekly targeted walk-throughs focusing on campus expectations and CISD best practices.

Evaluation Data Sources: Walk-through analysis, observations, student performance

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Leadership team will meet weekly to review instructional walk-through data and to develop plans to support the implementation of instructional best practices. <b>Strategy's Expected Result/Impact:</b> Increase instructional knowledge and implementation of best practices <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments. <b>Root Cause:</b> There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.
<b>Problem Statement 2:</b> On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy. <b>Root Cause:</b> There is a continued need to develop our Guided Math small group instruction across grade levels.
<b>Problem Statement 3:</b> On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.
<b>Problem Statement 4:</b> On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.
<b>Problem Statement 5:</b> Less than 1 % of students are eligible to exit LEP status each year. <b>Root Cause:</b> There is a need to support teachers during the English acquisition week to encourage students to stretch their English language to ensure they are practicing listening, speaking, and reading in English.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attend and recruit from CISD, university, and region job fairs. <b>Strategy's Expected Result/Impact:</b> Hire highly qualified teachers and staff to maximize student learning <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate incentives offered through the Teacher Incentive Allotment to potential staff members. <b>Strategy's Expected Result/Impact:</b> Hire highly qualified teachers and staff to maximize student learning. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments. <b>Root Cause:</b> There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.
<b>Problem Statement 2:</b> On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy. <b>Root Cause:</b> There is a continued need to develop our Guided Math small group instruction across grade levels.

### Student Achievement

**Problem Statement 3:** On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level. **Root Cause:** There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.

**Problem Statement 4:** On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level. **Root Cause:** There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.






**Problem Statement 5:** Less than 1 % of students are eligible to exit LEP status each year. **Root Cause:** There is a need to support teachers during the English acquisition week to encourage students to stretch their English language to ensure they are practicing listening, speaking, and reading in English.

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

**Evaluation Data Sources:** Parent contacts, Title 1 surveys, campus community response to communication and events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus will host Title 1 family engagement events in the fall and spring: Annual Fall Title 1 Family Meeting, Fall Reading night, and Spring Math night. <b>Strategy's Expected Result/Impact:</b> Provide families with information, training, and materials to support their child's learning. <b>Staff Responsible for Monitoring:</b> Principal and teachers  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Parent and Community Engagement 1, 2 <b>Funding Sources:</b> Parent and Family Engagement Activities tied to Academics - Title I - \$3,573, Parent Involvement Paraprofessional - Title I - \$29,584	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<b>Problem Statement 1:</b> Communication with families has been inconsistent in regard to behaviors, academic, and social emotional needs for students. <b>Root Cause:</b> Expectations have been inconsistently implemented across campus to inform parents of student needs and campus events.

## Parent and Community Engagement






**Problem Statement 2:** There is limited participation in Parent/Teacher conferences, parent participation in school events, and other parent contacts to build the home - school connection to meet social, emotional, and academic goals of learners. **Root Cause:** School events need to be communicated in a timely manner in order to ensure parents can make arrangements to attend. Families work and some have limited technology skills or time to participate in meetings or events.

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:** The Armstrong Foundations Team and Behavior Support Team will meet monthly to ensure systems and procedures are in place to provide a safe and orderly school environment conducive to learning for all students and staff.

**Evaluation Data Sources:** Discipline data, surveys, observations, and campus feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Positive Behavior Support Liaison and counselors will work with students weekly on social-emotional skills. <b>Strategy's Expected Result/Impact:</b> Reduce number of behavioral issues and emotional outcries <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, and PBIS Liaison  <b>Title I:</b> 2.6 <b>Problem Statements:</b> Culture and Climate 1, 2 <b>Funding Sources:</b> PBIS Liaison - Title I - \$77,990	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Culture and Climate
<b>Problem Statement 1:</b> Teachers were not equipped to make in the moment decisions for behavior issues due to the lack of clarity with levels of misbehavior. <b>Root Cause:</b> The Foundations Team is in Cohort 7 and has been working on identifying levels of misbehaviors and action steps for teachers to utilize in their classrooms.
<b>Problem Statement 2:</b> Communication with families has been inconsistent in regard to behaviors, academic, and social emotional needs for students. <b>Root Cause:</b> Expectations have been inconsistently implemented across campus to inform parents of student needs and campus events.

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

**Evaluation Data Sources:** Strive Walk-through and Observation Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Instructional Walk-throughs and data analysis from Dreambox and Summit technology systems will guide campus plan for implementation.  <b>Strategy's Expected Result/Impact:</b> Students meeting lesson goals weekly <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 <b>Funding Sources:</b> Instructional Technology (Computers) - Title I - \$25,700	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments. <b>Root Cause:</b> There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.
<b>Problem Statement 2:</b> On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy. <b>Root Cause:</b> There is a continued need to develop our Guided Math small group instruction across grade levels.
<b>Problem Statement 3:</b> On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.
<b>Problem Statement 4:</b> On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.

<b>Student Achievement</b>
<b>Problem Statement 5:</b> Less than 1 % of students are eligible to exit LEP status each year. <b>Root Cause:</b> There is a need to support teachers during the English acquisition week to encourage students to stretch their English language to ensure they are practicing listening, speaking, and reading in English.







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:** Assist teachers in designing lessons and scaffolding instructional best practices to meet the needs of all learners.

**Evaluation Data Sources:** Eduphoria: Forethought and planning documentation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers and instructional coaches will collaborate through Big Picture Planning every 9 weeks, weekly PLC meetings, weekly lesson planning, coaching cycles, and Instructional Rounds to design and implement best practices. <b>Strategy's Expected Result/Impact:</b> Student growth and building teacher capacity in CISD best practices <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 <b>Funding Sources:</b> Subs for Instructional Planning - Title I - \$19,074	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The End of Year (EOY) mClass assessment results showed that only 66% of all students in K, 1, 2 grades scored on or above the benchmark in foundational skills on literacy assessments. <b>Root Cause:</b> There is a continued need to focus on phonological and phonemic awareness, vocabulary, and reading experiences.
<b>Problem Statement 2:</b> On the end of year math screening, only 70% of students in grades K-2 are meeting or exceeding grade level expectations in numeracy. <b>Root Cause:</b> There is a continued need to develop our Guided Math small group instruction across grade levels.
<b>Problem Statement 3:</b> On the 2022-23 STAAR Reading assessment, 34% of all students scored at "Meets" and 8% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to refine our planning small group instruction for guided reading and strategy groups across grade levels.
<b>Problem Statement 4:</b> On the 2022-2023 STAAR Math assessment, 37% of all students scored at "Meets" and 9% at the "Masters" grade level. <b>Root Cause:</b> There is a continued need to develop our planning and instruction for Guided Math small group instruction across grade levels.

<b>Student Achievement</b>
<b>Problem Statement 5:</b> Less than 1 % of students are eligible to exit LEP status each year. <b>Root Cause:</b> There is a need to support teachers during the English acquisition week to encourage students to stretch their English language to ensure they are practicing listening, speaking, and reading in English.

# Title I

## 1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data was utilized from various sources including state assessments with STAAR, TELPAS, and local early literacy and math assessments to identify campus strengths and areas of weakness across demographics and grade levels.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders including teachers, the campus principal, paraprofessionals, and community stakeholders.

## 2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team which includes administrators, instructional coaches, student support coaches, counselors, interventionist, and team leaders will monitor the plan to ensure the campus is meeting goals. The Campus Improvement plan will be shared with staff and parents.

## 2.3: Available to parents and community in an understandable format and language

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

## 2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- TCLASS Reading and Math Pull Out and Push In Small Group Instruction
- Push In Support with Instructional Paraprofessionals and Retired Teacher Tutors
- Tutorials after school
- Saturday Tutorials in the Spring

## 2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

## **2.6: Address needs of all students, particularly at-risk**

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- Tier I Best Practices
- Tier II and Tier II RTI Instruction
- Small Group Instruction in Reading and Math
- Guided Reading
- Guided Math
- In Class Support Services

## **3.1: Annually evaluate the schoolwide plan**

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

## **4.2: Offer flexible number of parent involvement meetings**

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials and Resources		\$38,071.50
1	1	2	Classroom Collections and Guided Reading Books		\$30,000.00
1	1	3	Consultant Fees		\$34,000.00
1	1	4	Instructional Tutor		\$9,896.50
1	2	2	Instructional Materials and Resources		\$38,071.50
1	2	4	Instructional Tutoring		\$9,896.50
1	5	1			\$0.00
4	1	1	Parent Involvement Paraprofessional		\$29,584.00
4	1	1	Parent and Family Engagement Activities tied to Academics		\$3,573.00
4	2	1	PBIS Liaison		\$77,990.00
5	1	1	Instructional Technology (Computers)		\$25,700.00
5	2	1	Subs for Instructional Planning		\$19,074.00
Sub-Total					\$315,857.00
Budgeted Fund Source Amount					\$315,857.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Tutor for Emergent Bilingual Students		\$4,500.00
1	4	1	Summit K-12		\$3,841.00
1	4	2	Instructional Resources		\$2,850.00
Sub-Total					\$11,191.00
Budgeted Fund Source Amount					\$11,191.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional ELA Coach		\$38,033.50

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional ELA Coach		\$38,033.50
1	2	1	Instructional Math Coach		\$42,437.70
1	2	2	Instructional Math Coach		\$42,437.70
1	2	4	Instructional Tutoring		\$5,623.60
Sub-Total					\$166,566.00
Budgeted Fund Source Amount					\$166,566.00
+/- Difference					\$0.00
Grand Total Budgeted					\$493,614.00
Grand Total Spent					\$493,614.00
+/- Difference					\$0.00