

Conroe Independent School District

Armstrong Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Armstrong serves a largely at-risk student population with high percentages in economically disadvantaged students, English Language Learners, and at risk populations which makes up over half of the campus. Armstrong also serves students in special education which makes up about 10% of the student population. The current COVID-19 pandemic has depressed our enrollment and impeded our ability to collect accurate demographic data for students, as many families have less interaction with school. Since the state has provided free lunches for the 2020 school year, our economically disadvantaged percentages have dropped from 94% in 2019-2020 to currently 89% economically disadvantaged for 2020-2021.

Campus Demographic Data:

Student Ethnic Distribution	2017-2018	2018-2019	2019-2020
African American	12.4%	13.7%	13%
Hispanic	74%	71.8%	74.7%
White	11.8%	12.3%	10%
Economically Disadvantaged	94.7%	89.7%	89.2%
Limited English Proficient (LEP)	59.1%	56.6%	56.2%
Mobility	20%	20.4%	

2019 Accountability Rating Overall Summary: Armstrong Elementary Scored a B-Rating Overall on STAAR

DOMAIN 1 Student Achievement - Armstrong's Score was 75 resulting in a C-Rating

% of All Grade, All Subjects at Approaches Grade Level or Above

2018 - 70% Approaches or above - 38% Meets or Above - 16% Masters

2019 - 80% Approaches or above - 42% Meets or Above - 19% Masters

% of Reading at Approaches Grade Level or Above

2018 - 3rd Grade 78% which was 6% below the district's performance

2018 - 4th Grade 69% which was 12% below the district's performance

2019 - 3rd Grade 72% which was 9% below the district's performance

2019 - 4th Grade 83% which was 1% below the district's performance

% of Reading at Meets Grade Level or Above

2018 - 3rd Grade 33% which was 20% below the district's performance

2018 - 4th Grade 35% which was 23% below the district's performance

2019 - 3rd Grade 30% which was 24% below the district's performance

2019 - 4th Grade 45% which was 11% below the district's performance

% of Reading at Masters Grade Level

2018 - 3rd Grade 9% which was 25% below the district's performance

2018 - 4th Grade 11% which was 24% below the district's performance

2019 - 3rd Grade 13% which was 23% below the district's performance

2019 - 4th Grade 18% which was 14% below the district's performance

% of Math at Approaches Grade Level or Above

2018 - 3rd Grade 79% which was 8% below the district's performance

2018 - 4th Grade 77% which was 11% below the district's performance

2019 - 3rd Grade 86% which was 1% above the district's performance

2019 - 4th Grade 81% which was 5% below the district's performance

% of Math at Meets Grade Level or Above

2018 - 3rd Grade 54% which was 8% below the district's performance

2018 - 4th Grade 48% which was 17% below the district's performance

2019 - 3rd Grade 43% which was 17% below the district's performance

2019 - 4th Grade 64% which was 2 % below the district's performance

% of Math at Masters Grade Level

2018 - 3rd Grade 31% which was 4% below the district's performance

2018 - 4th Grade 21% which was 20% below the district's performance

2019 - 3rd Grade 21% which was 15% below the district's performance

2019 - 4th Grade 36% which was 9% below the district's performance

% of Writing at Approaches Grade Level or Above

2018 - 4th Grade 49% which was 22% below the district's performance

2019 - 4th Grade 77% which was 2% above the district's performance

% of Writing at Meets Grade Level or Above

2018 - 4th Grade 22% which was 26% below the district's performance

2019 - 4th Grade 27% which was 18% below the district's performance

% of Writing at Masters Grade Level

2018 - 4th Grade 4% which was 13% below the district's performance

2019 - 4th Grade 7% which was 9 % below the district's performance

DOMAIN 2 Student Progress - Armstrong's Score was 83 resulting in a B-Rating

Part A - Academic Growth

% All Students Reading

2018 - 73% Approaches or above - 34% Meets or Above - 10% Masters

Armstrong's scores were below the district performance by 13% in Approaches - 25% in Meets - 20% in Masters

2019 - 78% Approaches or above - 38% Meets or Above - 16% Masters

Armstrong's scores were below the district performance by 5% in Approaches - 21% in Meets - 14% in Masters

% All Students Math

2018 - 78% Approaches or above - 51% Meets or Above - 26% Masters

Armstrong's scores were below the district performance by 11% in Approaches - 13% in Meets - 11% in Masters

2019 - 83% Approaches or above - 55% Meets or Above - 29% Masters

Armstrong's scores were below the district performance by 5% in Approaches - 10% in Meets - 10% in Masters

Part B - Relative Performance - Armstrong's Score was 84 resulting in a B-Rating

Student Achievement 94.1% EcoDis

DOMAIN 3 Closing the Gaps Overall Score: 94

Academic Achievement 12 out of 14

Met Targets: AA - Hispanic - Eco Dis - EL - Non Continuously Enrolled

Did Not Meet Targets: All Students - Continuously Enrolled

Growth Status: 10 out of 10

Met All Targets

ELP Status: 1 out of 1

Met All Targets

Student Success Status: 7 out of 9

Met Targets: All Students - AA - Hispanic - Eco Dis - EL - Special Ed - Non Continuously Enrolled

Did Not meet Targets: White - Continuously Enrolled

2019 Distinctions Earned: Mathematics, Comparative Academic Growth, and Comparative Closing the Gap

Additional Information:

Reading BAS/SIL Level Analysis at the Middle of the Year for equal comparison:

- 2018-2019 All Students Grade Level Expectations: 41% Below; 19% Approaches; 12% Meets; 27% Masters
- 2019-2020 All Students Grade Level Expectations: 38% Below; 22% Approaches; 17% Meets; 30% Masters

Grade level teachers PK-4th and the Special Education teams meet weekly in Professional Learning Communities to plan for student and teacher learning.

Teachers work with campus and district instructional coaches daily requesting modeling, content support, and student support to ensure CISD best practices are implemented in the classroom with fidelity. Campus mentor teachers collaborate and support new and novice teachers with classroom structure, curriculum and implementation.

Armstrong's Student Success Committee and Academic Core Team meet weekly to review data and develop action plans to support academic success.

Student Achievement Strengths

Armstrong earned distinctions for Mathematics, Comparative Academic Growth, and Comparative Closing the Gap for 2019.

Armstrong made significant gains in reading achievement in 4th grade at the "approaches," "meets" and "masters" levels, with 3rd grade making gains in the "masters" level. Gains were evident in mathematics at the 3rd and 4th grade "approaches" level, and 4th grade made significant gains in "meets" and "masters" as well. In the area of writing we made significant gains in all levels.

Though progress as defined by the state accountability system continues to be a challenge, we gained significant progress points in reading and math -- *reading improved from 73% to 78%, and math improved from 78% to 83%. Armstrong's academic growth score increased the overall scale score from 77 to 83 on STAAR from 2018 to 2019.*

Our attendance rate of 97.4% is consistently above the district average.

Our participation rate for STAAR testing is consistent 99-100%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Reading achievement is below the district's performance levels: Percentage Below District on state assessment - "approaches," (3rd- 9% /4th- 1%) "meets," (3rd-24% / 4th-11%) and "masters" (3rd-23% /4th- 14%) level on state assessments. **Root Cause:** Students at the middle of the year in 2019 and 2020 were 40% below, 20% approaches, 17% meets, and 30% masters grade level on BAS reading levels across the campus from Kinder to Fourth grades.

Problem Statement 2 (Prioritized): Math achievement is below the district's performance levels: Percentage Below District on state assessment - "approaches," (4th-5%) "meets," (3rd - 17% / 4th - 2%) and "masters" (3rd-15% / 4th-9%)

Problem Statement 3 (Prioritized): Writing achievement in 4th grade is below the district's performance level at "meets," by 18%, and "masters" by 9% on state assessments.

Problem Statement 4: Students enrolled at Armstrong for the current year who have been in the district previous two years make up our continuously enrolled population. This group of students have gaps in their academic achievement in reading and math keeping them from reaching approaches or above grade level expectations on STAAR.

Culture and Climate

Culture and Climate Summary

Armstrong Elementary serves over 600 students. We rank highest in CISD with low socioeconomic status with over 95% of our students receiving free and reduced lunch. We pride ourselves on ensuring that all of our students' social, emotional, and academic needs are met daily. We work hard to ensure that we give each of our students the very best instruction from bell to bell to ensure their future and continued success. As hard as we work we still face challenges; however, we continue to strive to make gains in our climate and culture of the school.

In 2018-2019, Armstrong reported 242 referrals for the year. During this year, the campus worked very hard to ensure that we implemented best practices such as Positive Behavior Intervention Supports. We trained in Foundations and implemented CHAMPS expectations throughout the campus. Our data indicated that we had 41% physical aggression from fighting, .004% from Bullying, and 58% for inappropriate behavior. Due to the continued use of these expectations, Armstrong showed a 48% decline in incident referrals during the 2019-2020 school year.

Armstrong staff also worked closely with Tri-County behavioral services, Community in Schools, and district support staff. Each of these organizations meet with students in small groups to develop coping mechanisms used in and out of school, offered mentoring to students, and offered assistance to families.

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

We are committed to the social, emotional, behavioral, and academic success of all students. Through a Positive Behavioral Interventions and Supports (PBIS) approach and with the support of our PBIS Liaison and counselors students learn to manage their emotions, behaviors, and make responsible decisions. Teachers demonstrate tools to implement systems and procedures effectively in their everyday activities.

In addition to improving students' social and emotional wellbeing, we are also committed to the health and wellness of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Conroe ISD follows measures to mitigate the spread of COVID-19. We are proactive in keeping our campus, staff, and students safe.

According to our Organizational Health Inventory (OHI), we have consistent strengths in communication, goal-focus and problem solving adequacy. Innovativeness, adaptation and autonomy are consistent challenges for our campus. Overall, the campus dropped 3 points from 2018 to 2019 and 15 points from 2019 to 2020.

Teachers are members of committees on our campus that allow them to have a voice in the decision-making process at our school. Our PLC are designed to ensure that staff members can collaborate, learn from and assist each other to improve teaching strategies and student outcomes. We have designated planning days where teachers are required to plan together to discuss TEKS, daily activities for the following week, and share ideas of how to ensure learning is taking place.

Culture and Climate Strengths

All Armstrong staff will undergo Cultural and Diversity Awareness training. Armstrong's hiring of campus personnel to reflect the cultural and diverse student body is a priority.

Armstrong strives to ensure a safe and orderly environment conducive to learning for all students and staff. Every student's academic, social, and emotional needs are a priority. The Student Success Committee analyzes students academic and behavioral data to provided needed supports and interventions to ensure social, emotional, and academic success. Students work to develop a healthy sense of self, social awareness, and respect for others. Social emotional learning is part of each classroom's daily schedule. We engage students, families, and our community as authentic partners in social and emotional development.

Armstrong continues to promote safety through Safe Schools trainings and utilizes mitigation strategies to keep our school, students, and staff safe. We have developed protocols that allow students to participate in the instructional environment using safe practices. The Foundations committee has crafted school-wide procedures to facilitate safe and efficient routines. We implement a campus wide positive, proactive instructional approach to behavior through PBIS.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): The OHI indicates adaptation and autonomy are consistent challenges for our campus. **Root Cause:** Teachers at Armstrong have difficulty adapting to change with the implementation of curriculum expectations and new leadership.

Problem Statement 2 (Prioritized): Planning/PLC observations and classroom walkthroughs indicate teachers struggle with the planning process and an inconsistency of teaching best practices in classrooms. **Root Cause:** Teacher turn over and new to Conroe ISD requires teams to build trust before becoming a highly functioning team.

Problem Statement 3: Campus classroom management training is essential to increase student engagement resulting in academic success. **Root Cause:** Staff members with three year or less experience in education require extra support with behavior, academic, and social emotional learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Armstrong Elementary is a highly at-risk campus with 70% of our student population coded as at risk and 90% to 95% of our students receiving free or reduced lunch. In the past years we have had a strong relationship with many outside community resources who have contributed greatly to our students and families. We house a representative with Communities in Schools who has led groups, mentored students, given campus support, and managed the backpack buddy program which sent food home for 50 students who were in need on a weekly basis. Our Community in Schools representative is adding to his caseload daily due to the high need at our campus.

Armstrong Elementary has implemented many programs to help families become more involved in their child's education. This year many of the programs have to be held virtually due to the COVID pandemic; however, we continue to find ways to involve families and the community with our campus. This year Title I family nights will be held virtually for students and parents in the areas of reading and math.

Tri-County Behavioral Healthcare counselors are housed on our campus as well. They provide skills training, play therapy, and prevention groups for students. Tri-County has been a great mental health support for our students in order to receive therapy or skills training on campus. This opens up the doors for communication between families and the school in order to best support our students.

In our current year, with all of the changes due to COVID, our staff has worked diligently to help our students and families acquire the technology and knowledge needed to be successful in a remote learning situation. We checked out many chrome books, ipads, and hotspots to families in order for them to have all of the tools for success. The counselors, technology team and a bilingual translator have hosted monthly Parent Connection meetings by Zoom to answer questions families have regarding online platforms of learning.

Teaching character and rewarding outstanding character is very important to our culture and climate at Armstrong Elementary. In the past year, we have highlighted monthly character traits and had Top Astros celebrations. Students were chosen by teachers to receive these awards based on good character. Parents were invited to come to school and eat with their students to celebrate this proud accomplishment. Area restaurants provided food for student incentives for grades and character as well. At Armstrong we believe in modeling kindness and respect daily through our interactions with students, staff, parents and community partners. This year Armstrong added a second counselor to help with the social, emotional, and academic needs of the campus.

Parent and Community Engagement Strengths

Armstrong's partnership with Community in Schools 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 our facility. This service lessens the stress on parents as they are not having to transport students to their facility during the day. It also supports students in their safe school environment. The addition of a second counselor allocation proves to be beneficial as they provide social and emotional support to students, families, and staff.

Armstrong staff has expanded communication to include a variety of forums such as live video feeds, recorded videos, facebook, email, texts, school newsletters, Class Dojo, Seesaw/Canvas, marquees, and phone messages.

Armstrong Elementary provides communications to families in English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): During a year of a pandemic with social distancing, we are challenged with creating more ways for parents to be involved in school activities since there is limited access to the facility . **Root Cause:** COVID pandemic level 2-3 precautions

Problem Statement 2 (Prioritized): There is a need for increased participation in Parent/Teacher conferences and other parent contacts to build the home - school connection. **Root Cause:** Staff being able to fully communicate with our diverse community needs.

Problem Statement 3: Becoming more efficient at updating our school website in a timely manner whenever upcoming events, resources, or benchmarks are approaching. **Root Cause:** Staff turnover of webmaster from year to year.

Problem Statement 4: Lessening the stress and worry about sending students to school and teaching students at home during the COVID pandemic. **Root Cause:** COVID pandemic level 2-3 precautions.

Problem Statement 5: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Students have a gap in their learning due to the pandemic and teachers are teaching dual platforms.

Priority Problem Statements

Problem Statement 1: Planning/PLC observations and classroom walkthroughs indicate teachers struggle with the planning process and an inconsistency of teaching best practices in classrooms.

Root Cause 1: Teacher turn over and new to Conroe ISD requires teams to build trust before becoming a highly functioning team.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2:

Reading achievement is below the district's performance levels: Percentage Below District on state assessment - "approaches," (3rd- 9% /4th- 1%) "meets," (3rd-24% / 4th-11%) and "masters" (3rd-23% /4th- 14%) level on state assessments.

Root Cause 2: Students at the middle of the year in 2019 and 2020 were 40% below, 20% approaches, 17% meets, and 30% masters grade level on BAS reading levels across the campus from Kinder to Fourth grades.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Math achievement is below the district's performance levels: Percentage Below District on state assessment - "approaches," (4th-5%) "meets," (3rd - 17% / 4th - 2%) and "masters" (3rd-15% / 4th-9%)

Root Cause 3:

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Writing achievement in 4th grade is below the district's performance level at "meets," by 18%, and "masters" by 9% on state assessments.

Root Cause 4:

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The OHI indicates adaptation and autonomy are consistent challenges for our campus.

Root Cause 5: Teachers at Armstrong have difficulty adapting to change with the implementation of curriculum expectations and new leadership.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: During a year of a pandemic with social distancing, we are challenged with creating more ways for parents to be involved in school activities since there is limited access to the facility .

Root Cause 6: COVID pandemic level 2-3 precautions

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: There is a need for increased participation in Parent/Teacher conferences and other parent contacts to build the home - school connection.

Root Cause 7: Staff being able to fully communicate with our diverse community needs.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

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

Performance Objective 1: Increase meets grade level in reading, math, and writing on the STAAR Assessment for all student groups by 5%.

<p>Strategy 1: Consistently analyze data to track student progress to effectively plan differentiated lessons to meet the needs of all subpopulation groups</p> <p>Strategy's Expected Result/Impact: Increase STAAR meets performance by 10% in 3rd and 4th grade in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Culture and Climate 2</p> <p>Funding Sources: Instructional ELA Coach - Title I - \$79,409.40, Instructional para professional - Title I - \$23,083.73, General Ed teachers for at risk students - State Comp Ed - \$879,141, Instructional Materials - Title III - \$7,500, Tutoring - State Comp Ed - \$13,306.60, RTI Interventionist - State Comp Ed - \$79,019.40, Instructional Materials - Title I - \$61,925.07, RTI Interventionist - Title I - \$82,191.40, Instructional Math Coach - Title I - \$76,579.40</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teacher's College will provide 10 staff development days (5-KG-2nd and 5 - 3rd-4th) & lab site opportunities for K-4th grade teachers, coaches and administrators with follow up by campus coaches to support learning.</p> <p>Strategy's Expected Result/Impact: Increase BAS levels by 10% for all student groups. Increase Student Achievement on STAAR reading and writing assessments by 10% at the Meets passing standard.</p> <p>Staff Responsible for Monitoring: teachers, coaches, admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Culture and Climate 1, 2</p> <p>Funding Sources: Teacher College Staff Developers K-4 - Title I - \$22,000, Substitutes for Teachers to attend Teacher College Staff Development (10 days) - Title I - \$5,700</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Reading achievement is below the district's performance levels: Percentage Below District on state assessment - "approaches," (3rd- 9% /4th- 1%) "meets," (3rd-24% / 4th-11%) and "masters" (3rd-23% /4th- 14%) level on state assessments. **Root Cause:** Students at the middle of the year in 2019 and 2020 were 40% below, 20% approaches, 17% meets, and 30% masters grade level on BAS reading levels across the campus from Kinder to Fourth grades.

Problem Statement 2: Math achievement is below the district's performance levels: Percentage Below District on state assessment - "approaches," (4th-5%) "meets," (3rd - 17% / 4th - 2%) and "masters" (3rd-15% / 4th-9%)

Problem Statement 3: Writing achievement in 4th grade is below the district's performance level at "meets," by 18%, and "masters" by 9% on state assessments.

Culture and Climate


Problem Statement 1: The OHI indicates adaptation and autonomy are consistent challenges for our campus. **Root Cause:** Teachers at Armstrong have difficulty adapting to change with the implementation of curriculum expectations and new leadership.

Problem Statement 2: Planning/PLC observations and classroom walkthroughs indicate teachers struggle with the planning process and an inconsistency of teaching best practices in classrooms. **Root Cause:** Teacher turn over and new to Conroe ISD requires teams to build trust before becoming a highly functioning team.

Goal 2: Fiscal Responsibility:

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

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


Strategy 1: Meet with financial campus secretary monthly to review budgeted items and spending.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
				


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


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


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

Strategy 1: Attend and recruit from CISD Job Fair. Strategy's Expected Result/Impact: Highly qualified teachers hired to support maximum learning. Staff Responsible for Monitoring: Admin Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Culture and Climate 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:


Culture and Climate
Problem Statement 2: Planning/PLC observations and classroom walkthroughs indicate teachers struggle with the planning process and an inconsistency of teaching best practices in classrooms. Root Cause: Teacher turn over and new to Conroe ISD requires teams to build trust before becoming a highly functioning team.


Goal 4: Parents and Community:


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


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

Strategy 1: Utilize Zoom Parent connections, school messenger, social media, and newsletter to communicate. Strategy's Expected Result/Impact: Increased parent engagement and increased student achievement. Staff Responsible for Monitoring: Admin, Counselors, Teachers, Coaches Title I Schoolwide Elements: 3.2 Problem Statements: Parent and Community Engagement 1, 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:


Parent and Community Engagement
Problem Statement 1: During a year of a pandemic with social distancing, we are challenged with creating more ways for parents to be involved in school activities since there is limited access to the facility . Root Cause: COVID pandemic level 2-3 precautions
Problem Statement 2: There is a need for increased participation in Parent/Teacher conferences and other parent contacts to build the home - school connection. Root Cause: Staff being able to fully communicate with our diverse community needs.


Goal 5: Safe Schools:


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


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

<p>Strategy 1: Provide student support staff to help with behavior and mental health to keep all students on track.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals and create a positive climate and culture across campus</p> <p>Staff Responsible for Monitoring: Counselors, Student Support Staff and Admin</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Culture and Climate 1</p> <p>Funding Sources: PBIS liaison - Title I - \$37,999</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:


Student Achievement
<p>Problem Statement 1: Reading achievement is below the district's performance levels: Percentage Below District on state assessment - "approaches," (3rd- 9% /4th- 1%) "meets," (3rd-24% / 4th-11%) and "masters" (3rd-23% /4th- 14%) level on state assessments. Root Cause: Students at the middle of the year in 2019 and 2020 were 40% below, 20% approaches, 17% meets, and 30% masters grade level on BAS reading levels across the campus from Kinder to Fourth grades.</p>
<p>Problem Statement 2: Math achievement is below the district's performance levels: Percentage Below District on state assessment - "approaches," (4th-5%) "meets," (3rd - 17% / 4th - 2%) and "masters" (3rd-15% / 4th-9%)</p>
<p>Problem Statement 3: Writing achievement in 4th grade is below the district's performance level at "meets," by 18%, and "masters" by 9% on state assessments.</p>
Culture and Climate
<p>Problem Statement 1: The OHI indicates adaptation and autonomy are consistent challenges for our campus. Root Cause: Teachers at Armstrong have difficulty adapting to change with the implementation of curriculum expectations and new leadership.</p>


Goal 6: Technology:


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


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

Strategy 1: Increase student opportunities for utilizing technology across the curriculum Strategy's Expected Result/Impact: Increased student achievement through the use of LMS - Canvas/SeeSaw, and Dreambox Math. Staff Responsible for Monitoring: Teachers, Coaches, Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 7: Communication:

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

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

<p>Strategy 1: Utilize various means of communication to inform parents, (newsletters, parent connection zooms, email, texts) Strategy's Expected Result/Impact: Increased awareness of activities and parent understanding of school events and expectations. Staff Responsible for Monitoring: Admin, Counselors, Teachers, Coaches Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Parent and Community Engagement 1, 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: During a year of a pandemic with social distancing, we are challenged with creating more ways for parents to be involved in school activities since there is limited access to the facility . Root Cause: COVID pandemic level 2-3 precautions</p>
<p>Problem Statement 2: There is a need for increased participation in Parent/Teacher conferences and other parent contacts to build the home - school connection. Root Cause: Staff being able to fully communicate with our diverse community needs.</p>

State Compensatory

Personnel for Armstrong Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandy Norris	RTI Teacher	State Comp Ed	1.00
Gen Education	Teachers for At-Risk Students	State Comp Ed	13.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Armstrong's staff, parents and community members reviewed campus data and artifacts to identify priorities for campus improvement.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Armstrong's CIP was developed by the campus site-based team, including administration, instructional coaches, counselors, staff, parents, and community members. Through a collaborative process the team prioritized goals for improvement based on identified needs and developed strategies to accomplish campus goals.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. The plan will be monitored by our core team which includes administrators, campus coaches, PBIS Liason, RTI interventionists, and counselors. When revisions are needed classroom teachers will provide input as well.

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

All Armstrong documents are published in both English and Spanish. Our Campus Improvement Plan will be available for parent and community review on the Conroe ISD website under Accountability.

2.4: Opportunities for all children to meet State standards

Grade level teams plan together weekly with instructional coaches to address the state curriculum. Teachers differentiate their team planning based on the instructional needs of students for small group or individualized instruction. Common formative assessments are utilized throughout all grade levels to ensure all students are held to the same high standards.

2.5: Increased learning time and well-rounded education

At Armstrong the doors open at 7:30 a.m. in the morning, where students go right to class to begin their morning work. Armstrong teachers teach bell to bell and work to shorten transitions to maximum the amount time on instruction. Teachers attend PLC before school and instructional planning occurs weekly during teachers conference periods. Teachers do not have

any duties that interrupt their instructional day. Instructional paraprofessionals schedules were created to maximize support for students in classrooms.

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

Campus data analysis takes place regularly during PLC. All students are closely monitored for strengths and weaknesses. Intervention plans are developed and implemented for students at-risk. Campus teachers and instructional support staff work to ensure students educational needs are met through progress monitoring, RTI, IEP implementation, guided reading, and guided math instruction.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Armstrong's Parent and Family Engagement Policy takes into consideration the feedback collected from families through an annual survey and parent feedback provided during campus events.

3.2: Offer flexible number of parent involvement meetings

Armstrong offers opportunities for parents to be involved and knowledgeable about their child's education. Academic events highlight different aspects of the curriculum and offer parents and student opportunities to interact in engaging ways to strengthen academic skills in reading, writing, and math. Other events are to build a sense of community for our school, while some are purely informational. All events and event information are provided in both English and Spanish.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Cardenas	Behavior Support Liaison	Title I	.50
Katherine Culp	Instructional Coach	Title I	1.00
Leticia McMichael	Instructional Coach	Title I	1.00
Tracy King	Paraprofessional	Title I	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Ed teachers for at risk students		\$879,141.00
1	1	1	Tutoring		\$13,306.60
1	1	1	RTI Interventionist		\$79,019.40
Sub-Total					\$971,467.00
Budgeted Fund Source Amount					\$971,467.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional ELA Coach		\$79,409.40
1	1	1	Instructional para professional		\$23,083.73
1	1	1	Instructional Materials		\$61,925.07
1	1	1	RTI Interventionist		\$82,191.40
1	1	1	Instructional Math Coach		\$76,579.40
1	1	2	Teacher College Staff Developers K-4		\$22,000.00
1	1	2	Substitutes for Teachers to attend Teacher College Staff Development (10 days)		\$5,700.00
5	1	1	PBIS liaison		\$37,999.00
Sub-Total					\$388,888.00
Budgeted Fund Source Amount					\$388,888.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$7,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
Grand Total					\$1,367,855.00

Addendums