

Conroe Independent School District

Armstrong Elementary

2021-2022 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Armstrong Elementary serves a largely at-risk student population.

<i>Campus Demographic Data</i>	<i>2020-2021</i>
African American	12.5%
Hispanic	75.9%
White	9.3%
Economically Disadvantaged	90.4%
Limited English Proficient (LEP)	58.1%
Special Education	14.1%

For the 2020-2021 school year, Armstrong Elementary STAAR Scores for all students and all subjects are below:

STAAR 2020-2021	Approaches	Meets	Masters	Performance
All Subjects	45%	16%	6%	23%
Math	51%	23%	8%	27%
Reading	49%	15%	9%	24%
Writing	25%	8%	0%	11%

These scores represent gaps in student groups within our campus. These groups include Special Ed and Economically Disadvantaged. These areas need to be targeted for more personalized learning in order to meet said targets. Compared to the campus percentage of Meets Grade Level, the following summarizes the areas in need:

- Special Education Meets Grade Level in Reading: 13% Math: 7%
- Economically Disadvantaged Meets Grade Level in Reading: 23% Math: 23%
- Hispanic Meets Grade Level in Reading: 15% Math: 20%

Student Achievement Strengths

Armstrong Elementary strives to continue to close the achievement gaps in all subjects by refining best practices in all subjects. Teachers participated in the Reading and Writing Project refining their pedagogical skills during Reader's Workshop and will continue to refine skills throughout the 2021-22 school year as well.

61% of all students scored at the "Approaches" grade level and above in reading. 62% of economically disadvantaged students scored at the "Approaches" grade level and above in reading. 61% of Hispanic students scored at the "Approaches" grade level and above in reading. 56% of Limited English Proficient students scored at "Approaches" grade level and above in reading. 23% of Special Education students scored at the "Approaches" grade level and above in reading.

57% of all students scored at the "Approaches" grade level and above in mathematics. 59% of economically disadvantaged students scored at the "Approaches" grade level and above in mathematics. 60% of Hispanic students scored at the "Approaches" grade level and above in mathematics. 64% of Limited English Proficient students scored at "Approaches" grade level and above in mathematics. 23% of Special Education students scored at the "Approaches" grade level and above in mathematics.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are performing below expectations in the area of mathematics. 22% of all students scored at "meets" level on STAAR assessment. **Root Cause:** Guided Math small group instruction is not being implemented with fidelity across grade levels.

Problem Statement 2 (Prioritized): Students are performing below expectations in the area of reading. 20% of all students scored at meets level on STAAR. **Root Cause:** Small group instruction for guided reading and strategy groups are not being planned and implemented with fidelity across grade levels.

Problem Statement 3 (Prioritized): 22% of all students in kindergarten, first, and second grades BAS reading levels are meeting or exceeding grade level expectations. **Root Cause:** Guided Reading small group instruction is not being planned and implemented with fidelity across grade levels.

Problem Statement 4 (Prioritized): Special Education students are performing below expectations in the area of reading and mathematics. 15% of all special education students scored at meets level on STAAR in the area of reading and 23% of all special education students scored at approaches grade level on STAAR in the area of mathematics. **Root Cause:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum as well as accommodations.

Problem Statement 5 (Prioritized): Limited English Proficient, LEP, students are performing below expectations in the area of reading and mathematics. 16% of all LEP students scored at meets level on STAAR in the area of reading and 22% of all LEP students scored at approaches grade level on STAAR in the area of mathematics. **Root Cause:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum as well as accommodations.

Problem Statement 6: Students are performing below expectations in the area of writing. 8% of all students scored at "meets" level on STAAR assessment. **Root Cause:** Writers workshop instruction and conferring with writers is not being planned and implemented with fidelity across grade levels.

Problem Statement 7: Students are transitioning from each grade level not on/or above grade level in numeracy. **Root Cause:** Lack of teacher understanding of how to provide targeted math instruction to meet the needs of early learners.

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 602 students with 90% 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 successfully manage their emotions, behaviors, and make responsible decisions. In 2020-2021, Armstrong reported 672 behavioral referrals for the year, which declined from the previous year by 43%. Teachers implemented Positive Behavior Intervention Supports and focused on CHAMPS expectations in classrooms throughout the campus. Through a Positive Behavioral Interventions and Supports (PBIS) approach and with 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 pools, particularly in identified shortage areas.

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

At Armstrong Elementary, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Armstrong Elementary, social emotional learning functions as an integral part of the total school environment.

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 analyzes data, reviews procedures, and trains staff on systems, procedures, and campus expectations inside and outside of the classroom.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): In 2020, we had 672 referrals. Discipline has been an area of concern and is one of the reasons that we have a PBIS Liaison, added a Student Success teacher, and are "rebooting" Foundations. **Root Cause:** Lack of consistent campus wide implementation of CHAMPS, STOIC and Classrooms systems and procedures.

Problem Statement 2 (Prioritized): Classroom walkthroughs indicate teachers inconsistency utilize CHAMPS expectations in the classroom. **Root Cause:** Campus staff were lacking training in CHAMPS and STOIC procedures.

Problem Statement 3: The campus OHI indicated low problem solving adequacy. **Root Cause:** Several members of the staff were new to the campus and/or district and were adapting to teams and campus culture. Also, during the 2020-2021 school year many systems and protocols had to meet safety guidelines from the pandemic.

Parent and Community Engagement

Parent and Community Engagement Summary

Armstrong Elementary is a high at-risk campus with 73% of our student population coded as at risk and 89% of our students receiving free or reduced lunch. Also, 75.9% 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: Facebook, school messenger, class dojo, parent nights for reading and math, and Smores newsletters.

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 donated school supplies with 50 backpacks.

Armstrong Elementary implemented virtual Parent Connections monthly through Zoom addressing different topics that pertained to students' academic, social, and emotional growth.

Tri-County Behavioral Healthcare counselors are housed on our campus as well. They provided skills training and 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.

Armstrong teachers and staff supported students and families in acquiring their technology needs and assistance in instructional technology throughout remote learning.

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 kindness challenges throughout the school year and received 706 Student Achieving Excellence and 294 Teacher Achieving Excellence awards during 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 63 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: Facebook, school messenger, class dojo, parent nights for reading and math, and Smores newsletters.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need for increased participation in Parent/Teacher conferences and other parent contacts to build the home - school connection to meet social, emotional, and academic goals of learners. **Root Cause:** Staff being able to communicate with parents and to provide learning tools to aide students in social, emotional, and academic learning goals.

Problem Statement 2: 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 lack of in-person learning opportunities in 2020 and 2021.

Problem Statement 3: 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

Priority Problem Statements

Problem Statement 1: Classroom walkthroughs indicate teachers inconsistency utilize CHAMPS expectations in the classroom.

Root Cause 1: Campus staff were lacking training in CHAMPS and STOIC procedures.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: There is a need for increased participation in Parent/Teacher conferences and other parent contacts to build the home - school connection to meet social, emotional, and academic goals of learners.

Root Cause 2: Staff being able to communicate with parents and to provide learning tools to aide students in social, emotional, and academic learning goals.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: Students are performing below expectations in the area of reading. 20% of all students scored at meets level on STAAR.

Root Cause 3: Small group instruction for guided reading and strategy groups are not being planned and implemented with fidelity across grade levels.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students are performing below expectations in the area of mathematics. 22% of all students scored at "meets" level on STAAR assessment.

Root Cause 4: Guided Math small group instruction is not being implemented with fidelity across grade levels.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 22% of all students in kindergarten, first, and second grades BAS reading levels are meeting or exceeding grade level expectations.

Root Cause 5: Guided Reading small group instruction is not being planned and implemented with fidelity across grade levels.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Special Education students are performing below expectations in the area of reading and mathematics. 15% of all special education students scored at meets level on STAAR in the area of reading and 23% of all special education students scored at approaches grade level on STAAR in the area of mathematics.

Root Cause 6: Not all teachers are ensuring that special education students have access to grade level appropriate curriculum as well as accommodations.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Limited English Proficient, LEP, students are performing below expectations in the area of reading and mathematics. 16% of all LEP students scored at meets level on STAAR in the area of reading and 22% of all LEP students scored at approaches grade level on STAAR in the area of mathematics

Root Cause 7: Not all teachers are ensuring that special education students have access to grade level appropriate curriculum as well as accommodations.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: In 2020, we had 672 referrals. Discipline has been an area of concern and is one of the reasons that we have a PBIS Liaison, added a Student Success teacher, and are "rebooting" Foundations.

Root Cause 8: Lack of consistent campus wide implementation of CHAMPS, STOIC and Classrooms systems and procedures.

Problem Statement 8 Areas: Culture and Climate

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 21% to 26%.

HB3 Goal

Evaluation Data Sources: STAAR and District Assessments

Strategy 1 Details
<p>Strategy 1: All K-4th, Special Education and Professional Staff will undergo the Reading Academy throughout the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact literacy achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: General Education Teachers for At-Risk Students - State Comp Ed - \$882,736, ELA Instructional Coach - Title I - \$77,677</p>
Strategy 2 Details
<p>Strategy 2: All teachers will participate in Teacher's College Reading and Writing Project and implement strategies gleaned in their classroom.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact literacy achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Classroom Libraries on T/L Recs List - ESSER - \$94,343, Substitutes for Staff Development - ESSER - \$15,600, Bilingual Books on T/L Recs List - ESSER - \$14,300, Guided Reading Library - Title I - \$28,382, TRWP Staff Development and Training 2 years - ESSER - \$50,000</p>
Strategy 3 Details
<p>Strategy 3: Provide TEKS based tutorials in the area of reading to close achievement gaps in grade level TEKS.</p> <p>Strategy's Expected Result/Impact: Close individual learning gaps based on individual student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Extra Duty Pay Saturdays - Title I - \$3,500, Substitutes - State Comp Ed - \$10,485</p>
Strategy 4 Details
<p>Strategy 4: Staff will analyze data from common assessments, district assessments, exit tickets and STAAR data during weekly PLC meetings</p> <p>Strategy's Expected Result/Impact: Staff will monitor progress toward state and federal accountability measures.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Teachers</p>

Strategy 5 Details

Strategy 5: Collaborative weekly planning, quarterly Big Picture Planning with all teams of teachers.

Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact reading instruction

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Teachers

Title I Schoolwide Elements: 2.4, 2.6

Funding Sources: Staff Development - Big Picture Planning - Title I - \$8,000

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 21% to 25%.

HB3 Goal

Evaluation Data Sources: STAAR and District Assessments

Strategy 1 Details
<p>Strategy 1: All math teachers will participate in professional learning in Guided Math with the Education Resource Group and implement strategies gleaned within their math instruction.</p> <p>Strategy's Expected Result/Impact: Improve teachers instructional knowledge and implementation of guided math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Math Coach - Title I - \$78,877, Guided Math Consultant Education Resource Group - ESSER - \$30,000</p>
Strategy 2 Details
<p>Strategy 2: Dreambox technology will be implemented in all K-4 math classrooms during math stations for all learners.</p> <p>Strategy's Expected Result/Impact: Close mathematical achievement gaps based on individual student needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Dreambox Online Program 2 years - ESSER - \$16,000</p>
Strategy 3 Details
<p>Strategy 3: Provide math TEKS based tutorials to close achievement gaps on grade level TEKS during school and after school.</p> <p>Strategy's Expected Result/Impact: Close individual learning gaps based on individual student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Math Resources - Title I - \$16,825, Math Tutor Sub Pay - Title I - \$10,185, Extra Duty Pay Saturday Tutorials - Title I - \$2,500</p>
Strategy 4 Details
<p>Strategy 4: Staff will analyze data from common assessments, district assessments, exit tickets and STAAR data during weekly PLC meetings</p> <p>Strategy's Expected Result/Impact: Staff will monitor progress toward state and federal accountability measures</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Teachers</p>

Strategy 5 Details

Strategy 5: Collaborative weekly planning, quarterly Big Picture Planning with all teams of teachers.

Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact mathematical instruction.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Teachers

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 10% to 15%.

HB3 Goal

Evaluation Data Sources: STAAR and District Assessments

Strategy 1 Details
<p>Strategy 1: All ELA teachers will participate in Teacher's College Reading and Writing Project and implement strategies gleaned in their classroom.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact literacy achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Campus Instructional Coaches</p>
Strategy 2 Details
<p>Strategy 2: Provide TEKS based tutorials in the area of reading to close achievement gaps in grade level TEKS.</p> <p>Strategy's Expected Result/Impact: Close individual learning gaps based on individual student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Extra Duty Pay - Title I - \$3,000</p>
Strategy 3 Details
<p>Strategy 3: Staff will analyze data from common assessments, district assessments, exit tickets and STAAR data during weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Staff will monitor progress toward state and federal accountability measures</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Teachers</p>
Strategy 4 Details
<p>Strategy 4: Collaborative weekly planning, quarterly Big Picture Planning with all teams of teachers.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact reading instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Teachers</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 24% to 29%.

HB3 Goal

Evaluation Data Sources: STAAR and District Assessments

Strategy 1 Details
<p>Strategy 1: Teachers will meet weekly for collaborative planning and quarterly for Big Picture Planning.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact mathematical instruction addressing grade level TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>
Strategy 2 Details
<p>Strategy 2: Provide math TEKS based tutorials to close achievement gaps on grade level TEKS during school and after school.</p> <p>Strategy's Expected Result/Impact: Close individual learning gaps based on individual student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Extra Duty Pay - Title I - \$3,000</p>
Strategy 3 Details
<p>Strategy 3: Staff will analyze data from common assessments, district assessments, exit tickets and STAAR data during weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Staff will monitor progress toward state and federal accountability measures</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and teachers</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Identify students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and Special Education to provide targeted reading instruction with the goal of increasing all student groups by at least 5%.

HB3 Goal

Evaluation Data Sources: BAS, MClass

Strategy 1 Details
<p>Strategy 1: Provide staff development in components of CISD Reads and look for the use of the strategies during classroom observations.</p> <p>Strategy's Expected Result/Impact: Increased ELA/Reading Assessment Results</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Resources on T/L List - ESSER - \$6,900, Interventionist Paraprofessional - Title I - \$23,892, Academic Success Teacher - Title I - \$84,657, Instructional Materials - Title III - \$7,500, Books - State Comp Ed - \$10,485</p>
Strategy 2 Details
<p>Strategy 2: Monthly progress monitoring of individual student literacy levels using campus data dashboard.</p> <p>Strategy's Expected Result/Impact: Teachers will monitor students who are making progress and intervene for students who are not making progress.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Instructional Coaches, Classroom Teachers,</p> <p>Title I Schoolwide Elements: 2.6</p>
Strategy 3 Details
<p>Strategy 3: Teachers will participate in on going PLC, planning and professional developments to learn effective implementation of guided reading using the Fountas and Pinnell model, Literacy Continuum, and Prompting Guides.</p> <p>Strategy's Expected Result/Impact: Build teacher capacity in guided reading knowledge and implementation.</p> <p>Staff Responsible for Monitoring: Administrators, campus and district instructional coaches</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: To increase the level of problem solving adequacy by establishing and communicating our decision making structures and using those structures to address school wide issues.

Evaluation Data Sources: Teacher survey results, Incident Referrals and Foundations Team Observations

Strategy 1 Details
<p>Strategy 1: Campus Foundations Cohort 7 team will provide staff developments, survey staff, observe and provide feedback throughout the year to address school-wide needs.</p> <p>Strategy's Expected Result/Impact: Establishing and implementing school wide systems to address school wide issues.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Foundations Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: PBIS Liaison - Title I - \$39,010</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: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Budgets

Strategy 1 Details
<p>Strategy 1: Meet with financial campus secretary monthly to review budgeted items and spending. Strategy's Expected Result/Impact: Manage funds to meet campus needs Staff Responsible for Monitoring: Principal and campus secretary</p>

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

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

Strategy 1 Details
Strategy 1: Attend and recruit from CISD, university, and region job fairs. Strategy's Expected Result/Impact: Hire highly qualified teachers and staff to maximize student learning Staff Responsible for Monitoring: Administration
Strategy 2 Details
Strategy 2: Communicate incentives offered through the Teacher Incentive Allotment to potential staff members Strategy's Expected Result/Impact: Hire highly qualified teachers and staff to maximize student learning. Staff Responsible for Monitoring: Administration

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.

Strategy 1 Details
<p>Strategy 1: Communicate effectively with parents through a variety of sources including a school-wide weekly folder, social media platforms, emails, school messenger, and monthly newsletters.</p> <p>Strategy's Expected Result/Impact: Maximize communication with families and community through multiple sources</p> <p>Staff Responsible for Monitoring: Administration, Teachers, and Family Engagement Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Family Engagement - Title I - \$3,175</p>
Strategy 2 Details
<p>Strategy 2: Provide parent-teacher conferences to review academic, social, and emotional growth throughout the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Address students strengths and gaps in learning while providing support for how to assist students growth at home and school.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselors, Family Engagement Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: The Armstrong Foundations 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.

Strategy 1 Details
<p>Strategy 1: Campus Foundations Team works collaboratively to analyze and address student needs, campus structures, and systems to ensure the campus is safe and conducive to learning.</p> <p>Strategy's Expected Result/Impact: To ensure the campus learning environment is conducive to learning and is safe for all students to be successful.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Foundations Team, and Teachers</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Our campus will plan and host at least two academic nights for parents and students to engage in targeted academic skills to bridge learning between a home and school connection.

Goal 5: Effective Instruction

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

Performance Objective 1: Teachers will participate the Guided Math Project staff development to improve small group math instruction.

Evaluation Data Sources: Teachers will use criteria charts to track students progress during guided math and use the data to drive targeted math instruction.

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: Ensure that 100% of eligible teachers are implementing instructional technology that meets the needs of at risk learners.

Evaluation Data Sources: Instructional Walk-throughs and analysis reports from Dreambox and Summit

Strategy 1 Details
<p>Strategy 1: All K-4 teachers will implement DreamBox to at risk learners- on average 20 minutes per day. Strategy's Expected Result/Impact: Close student individual achievement gaps in math by implementing, monitoring and supporting student learning. Staff Responsible for Monitoring: Classroom teachers, Campus Math Coach, Principal and Assistant Principal</p>
Strategy 2 Details
<p>Strategy 2: All 2nd-4th ELA teachers will implement Summit K12 with fidelity to English Language Learners- 2 times per week. Strategy's Expected Result/Impact: Close student individual achievement gaps in math by implementing, monitoring and supporting student learning. Staff Responsible for Monitoring: Classroom teachers, Principal, Assistant Principal and LPAC Coordinator TEA Priorities: Build a foundation of reading and math Funding Sources: Summit (180 students and 2 teachers) 2 years To ensure ELL are making progress toward their English Language Proficiency Growth Goals - ESSER - \$7,282</p>

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 Liaison, 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 maximize 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.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Education Teachers for At-Risk Students		\$882,736.00
1	1	3	Substitutes		\$10,485.00
1	5	1	Books		\$10,485.00
Sub-Total					\$903,706.00
Budgeted Fund Source Amount					\$903,706.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Instructional Coach		\$77,677.00
1	1	2	Guided Reading Library		\$28,382.00
1	1	3	Extra Duty Pay Saturdays		\$3,500.00
1	1	5	Staff Development - Big Picture Planning		\$8,000.00
1	2	1	Instructional Math Coach		\$78,877.00
1	2	3	Math Resources		\$16,825.00
1	2	3	Math Tutor Sub Pay		\$10,185.00
1	2	3	Extra Duty Pay Saturday Tutorials		\$2,500.00
1	3	2	Extra Duty Pay		\$3,000.00
1	4	2	Extra Duty Pay		\$3,000.00
1	5	1	Interventionist Paraprofessional		\$23,892.00
1	5	1	Academic Success Teacher		\$84,657.00
2	1	1	PBIS Liaison		\$39,010.00
4	1	1	Family Engagement		\$3,175.00
Sub-Total					\$382,680.00
Budgeted Fund Source Amount					\$382,680.00
+/- Difference					\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Instructional Materials		\$7,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Classroom Libraries on T/L Recs List		\$94,343.00
1	1	2	Substitutes for Staff Development		\$15,600.00
1	1	2	Bilingual Books on T/L Recs List		\$14,300.00
1	1	2	TRWP Staff Development and Training 2 years		\$50,000.00
1	2	1	Guided Math Consultant Education Resource Group		\$30,000.00
1	2	2	Dreambox Online Program 2 years		\$16,000.00
1	5	1	Instructional Resources on T/L List		\$6,900.00
5	2	2	Summit (180 students and 2 teachers) 2 years To ensure ELL are making progress toward their English Language Proficiency Growth Goals		\$7,282.00
Sub-Total					\$234,425.00
Budgeted Fund Source Amount					\$234,425.00
+/- Difference					\$0.00
Grand Total					\$1,528,311.00