

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



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Armstrong Elementary serves a largely at-risk student population.

94.4% Economically Disadvantaged

14.8% Special Education

57.5% Limited English Proficient

Armstrong serves a diverse population.

77% Hispanic

12% Black

8.4% White

0.7% American Indian

For the 2021-2022 school year, Armstrong Elementary received a Distinction Designation in the area of Mathematics.

The overall student achievement rating was a "C" through TEA.

STAAR Performance _ 69.

Student Progress _ 79

Academic Growth _ 79

Relative Performance (Eco.Dis: 94.4%) _ 76

Closing the Gaps _ 75

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 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, as well as participated in ERG Guided Math trainings. Armstrong teachers will continue to refine reading and math skills throughout the 2022-23 school year.

60.9% of all students scored at the "Approaches" grade level and above in reading. 61% 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. 27% of Special Education students scored at the "Approaches" grade level and above in reading.

69% of all students scored at the "Approaches" grade level and above in mathematics. 70% of economically disadvantaged students scored at the "Approaches" grade level and above in mathematics. 70% of Hispanic students scored at the "Approaches" grade level and above in mathematics. 71% of Limited English Proficient students scored at "Approaches" grade level and above in mathematics. 33% of Special Education students scored at the "Approaches" grade level and above in mathematics.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 56 % of all students in K, 1, 2 grades score on or above benchmark in foundational skills on literacy assessments. **Root Cause:** Lack of phonological and phonemic awareness, vocabulary, and reading experiences

Problem Statement 2 (Prioritized): 69% of students in K, 1, 2, grades are meeting or exceeding grade level expectations in numeracy. **Root Cause:** Guided Math small group instruction is not being implemented with fidelity across grade levels.

Problem Statement 3 (Prioritized): Less than 1 % of students are eligible to exit LEP status each year. **Root Cause:** During the English acquisition week teachers allow students to communicate in the language they are most comfortable with instead of encouraging students to stretch their English language to ensure they are practicing listening, speaking, and reading in English.

Problem Statement 4 (Prioritized): Students are performing below expectations in the area of reading. 31% of all students scored at meets and 16% at the masters grade level on STAAR. **Root Cause:** Small group instruction for guided reading and strategy groups is not being planned and implemented with fidelity across grade levels.

Problem Statement 5 (Prioritized): Students are performing below expectations in the area of mathematics. 34% of all students scored at meets and 9% at the masters grade level on

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

Problem Statement 6 (Prioritized): 11% of Special Education students scored at the meets grade level in reading on STAAR. **Root Cause:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum as well as accommodations.

Problem Statement 7: African American sub-population scored 36% in reading and 36% in math at the meets grade level on STAAR. **Root Cause:** Not all teachers have refined their practice in differentiated instruction to meet the needs of all 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 609 students with 94.4% 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 successfully manage their emotions, behaviors, and make responsible decisions. In 2021-2022, Armstrong reported 746 behavioral referrals for the year, which increased from the previous year by 6%. Teachers focused on teaching 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, 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. This year the focus was on common area transitions and creating the campus Guidelines for Success,

which is "All Astros will be Kind, Respectful, Positive, and Responsible.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): The number of behavioral incidents increased to 746 from 672 the previous year. **Root Cause:** Foundational best practices, such as CHAMPS expectations were inconsistently implemented across academic and social settings.

Problem Statement 2 (Prioritized): 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 taught, practiced, and revisited more frequently.

Problem Statement 3: The campus OHI indicated the priority dimension as adaptation. **Root Cause:** The focus on CISD best practices in reading and math, as well as the completion of the Reading Academy, added additional stress to teachers' work load.

Parent and Community Engagement

Parent and Community Engagement Summary

Armstrong Elementary is a high at-risk campus with 76% of our student population coded as at risk and 94.4% of our students receiving free or reduced lunch. Also, 77% 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, 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 donated school supplies with 50 backpacks.

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.

Campus Parent Liaison coordinated a rotation for parents to safely have lunches with their children throughout the year.

Parents attended Title I reading and math nights to learn how to support their children with academic readiness.

Parents participated in a school fund raiser event volunteering to run or support during grade level Color Runs.

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 a 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: Parent participation for after school events is limited for second and third grade students. **Root Cause:** Second and third grade teachers struggled with behaviors and communication/support from parents.

Problem Statement 2 (Prioritized): Community and parent volunteers are limited to support teaching and learning. **Root Cause:** The campus limited volunteers and parents due to the safety levels set forth throughout the year.

Problem Statement 3: There is limited 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:** Families work and some have limited technology skills or time to participate in meetings or events.

Priority Problem Statements

Problem Statement 1: 56 % of all students in K, 1, 2 grades score on or above benchmark in foundational skills on literacy assessments.

Root Cause 1: Lack of phonological and phonemic awareness, vocabulary, and reading experiences

Problem Statement 1 Areas: Student Achievement

Problem Statement 6: The number of behavioral incidents increased to 746 from 672 the previous year.

Root Cause 6: Foundational best practices, such as CHAMPS expectations were inconsistently implemented across academic and social settings.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 2: 69% of students in K, 1, 2, grades are meeting or exceeding grade level expectations in numeracy.

Root Cause 2: Guided Math small group instruction is not being implemented with fidelity across grade levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 7: Campus walk-throughs and observations revealed inconsistent utilization of setting behavioral expectations during classroom instruction and in common areas throughout the building.

Root Cause 7: Foundational best practices needed to be taught, practiced, and revisited more frequently.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Community and parent volunteers are limited to support teaching and learning.

Root Cause 8: The campus limited volunteers and parents due to the safety levels set forth throughout the year.

Problem Statement 8 Areas: Parent and Community Engagement

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

Root Cause 5: During the English acquisition week teachers allow students to communicate in the language they are most comfortable with instead of encouraging 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 3: Students are performing below expectations in the area of reading. 31% of all students scored at meets and 16% at the masters grade level on STAAR.

Root Cause 3: Small group instruction for guided reading and strategy groups is 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. 34% of all students scored at meets and 9% at the masters grade 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 9: 11% of Special Education students scored at the meets grade level in reading on STAAR.

Root Cause 9: Not all teachers are ensuring that special education students have access to grade level appropriate curriculum as well as accommodations.

Problem Statement 9 Areas: Student Achievement

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 STAAR Reading from 38% to 42%.

HB3 Goal

Evaluation Data Sources: STAAR Assessment, Campus and District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-KG Teachers will use data from the CLI assessments to plan for differentiated instruction, circle time, and centers</p> <p>Strategy's Expected Result/Impact: By the end of the year CLI assessments will result in 89% proficiency in letter names and letter sounds.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, and teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 4</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: By the end of the year 70% of students will read on or above grade level on BAS/SEL literacy assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, and teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Campus Instructional Literacy Coach - Title I - \$80,724, Guided Reading Library Spanish Editions - Title III - \$6,000, Academic Interventionist - Title I - \$70,000, Bilingual Teacher - ESSER III - \$70,000, Classroom Libraries - ESSER III - \$40,514, Guided Reading and Classroom Libraries - Title I - \$64,231</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All K-4 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: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 4</p> <p>Funding Sources: TRWP Staff Development Trainings - ESSER III - \$32,000, Sub Pay for Professional Learning - Title I - \$5,200</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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: 2.5, 2.6</p> <p>Funding Sources: Extra Duty Pay Saturday Tutorials - Title I - \$9,450, Extra Duty Pay After school Tutorials - Title I - \$6,750, Instructional materials - State Comp Ed - \$10,399, Instructional Paraprofessionals - State Comp Ed - \$65,270, Extra Duty Tutorials - State Comp Ed - \$10,399</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 56 % of all students in K, 1, 2 grades score on or above benchmark in foundational skills on literacy assessments. Root Cause: Lack of phonological and phonemic awareness, vocabulary, and reading experiences</p>
<p>Problem Statement 4: Students are performing below expectations in the area of reading. 31% of all students scored at meets and 16% at the masters grade level on STAAR. Root Cause: Small group instruction for guided reading and strategy groups is not being planned and implemented with fidelity across grade levels.</p>

Goal 1: Student Achievement and Post-Secondary Success





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

Performance Objective 2: Increase the percent of 3rd and 4th grade students that score meets grade level or above on STAAR Math from 35% to 39%.

HB3 Goal

Evaluation Data Sources: STAAR Assessment, Campus and District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-KG Teachers will use data from the CLI assessments to plan for differentiated instruction, circle time, and centers.</p> <p>Strategy's Expected Result/Impact: By the end of the year CLI assessments will result in 86% proficiency in counting sets of objects.</p> <p>Problem Statements: Student Achievement 2, 5</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: KG - 2nd grade teachers will use data from the early math assessment to plan for differentiated instruction in guided math, math review, and tiering stations.</p> <p>Strategy's Expected Result/Impact: By the end of the year the early math assessments will result in students' proficiency on early numeracy skills to meet grade level expectations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Instructional Material - Title I - \$27,342</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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, Campus Instructional Coaches, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Dreambox Online Technology - ESSER III - \$8,000, Chromebooks - ESSER III - \$21,536, Chromebook Carts - ESSER III - \$1,480</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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: Principal, Assistant Principal, Campus Instructional Coaches, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Math Tutor Sub Pay - Title I - \$10,500, Campus Instructional Math Coach - Title I - \$75,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 2: 69% of students in K, 1, 2, grades are meeting or exceeding grade level expectations in numeracy. Root Cause: Guided Math small group instruction is not being implemented with fidelity across grade levels.</p>
<p>Problem Statement 5: Students are performing below expectations in the area of mathematics. 34% of all students scored at meets and 9% at the masters grade level on STAAR assessment. Root Cause: Guided Math small group instruction is not being implemented with fidelity across grade levels.</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 3: Increase the percent of special education students that score meets grade level or above on STAAR from 14% to 19% on both reading and math assessment.

Evaluation Data Sources: STAAR, Campus and District Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Special education staff will work with general education teachers utilizing assessment data to plan for differentiated instruction during scheduled support services.</p> <p>Strategy's Expected Result/Impact: Close individual learning gaps based on individual student needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 TELPAS composite Advanced High percentage of Limited English Proficient students from 7% to 9%.

Evaluation Data Sources: TELPAS





Strategy 1 Details	Reviews			
<p>Strategy 1: Summit technology will be implemented in grades 2-4 classrooms to increase students listening and speaking skills.</p> <p>Strategy's Expected Result/Impact: Increase language proficiency for English Language Learners</p> <p>Staff Responsible for Monitoring: Teachers and Administrator</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Summit K-12 - ESSER III - \$5,100</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increase academic and language proficiency for English Language Learners</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.

Evaluation Data Sources: Budgets





Strategy 1 Details	Reviews			
Strategy 1: Meet with financial campus secretary weekly 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	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	Reviews			
<p>Strategy 1: Leadership team will meet weekly to review instructional walk-through data and to develop plans to support the implementation of instructional best practices.</p> <p>Strategy's Expected Result/Impact: Increase instructional knowledge and implementation of best practices</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Assistant Principal - ESSER II - \$95,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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	Reviews			
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	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	Reviews			
<p>Strategy 1: Campus will host Title 1 family engagement events in the fall and spring: Annual Fall Title 1 Family Meeting, Fall Math night, and Spring Reading night.</p> <p>Strategy's Expected Result/Impact: Provide families with information, training, and materials to support their child's learning.</p> <p>Staff Responsible for Monitoring: Principal and teachers</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Family Engagement - Title I - \$3,520</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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	Reviews			
<p>Strategy 1: Positive Behavior Support Liaison and counselors will work with students weekly on social-emotional skills.</p> <p>Strategy's Expected Result/Impact: Reduce number of behavioral issues and emotional outcries</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and PBIS Liaison</p> <p>Title I: 2.6</p> <p>Funding Sources: Positive Behavior Support Liaison - Title I - \$39,010, Positive Behavior Support Liaison - State Comp Ed - \$27,221, Nurse and Clinic Aide - ESSER III - \$35,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Evaluation Data Sources: Strive Walk-through and Observation Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Walk-throughs and data analysis from Dreambox and Summit technology systems.</p> <p>Strategy's Expected Result/Impact: Students meeting lesson goals weekly</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Effective Instruction

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

Performance Objective 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	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Student growth and building teacher capacity in CISD best practices</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher leaders will attend Solution Tree workshop: The engine that drives a Professional Learning Community at Work.</p> <p>Strategy's Expected Result/Impact: Collaborative teams working together</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, teacher leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Solution Tree Workshop: PLC's at work - Title I - \$5,600</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I

1. Comprehensive Needs Assessment (CNA)

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.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as 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 will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it 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
- Pull Out Support
- Push In Support

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:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3. Annual Evaluation

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. Parent and Family Engagement (PFE)

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).

5. Targeted Assistance Schools Only

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Guided Reading and Classroom Libraries		\$64,231.00
1	1	2	Campus Instructional Literacy Coach		\$80,724.00
1	1	2	Academic Interventionist		\$70,000.00
1	1	3	Sub Pay for Professional Learning		\$5,200.00
1	1	4	Extra Duty Pay Saturday Tutorials		\$9,450.00
1	1	4	Extra Duty Pay After school Tutorials		\$6,750.00
1	2	2	Instructional Material		\$27,342.00
1	2	4	Campus Instructional Math Coach		\$75,000.00
1	2	4	Math Tutor Sub Pay		\$10,500.00
4	1	1	Family Engagement		\$3,520.00
4	2	1	Positive Behavior Support Liaison		\$39,010.00
5	2	2	Solution Tree Workshop: PLC's at work		\$5,600.00
Sub-Total					\$397,327.00
Budgeted Fund Source Amount					\$397,327.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Guided Reading Library Spanish Editions		\$6,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional materials		\$10,399.00
1	1	4	Extra Duty Tutorials		\$10,399.00
1	1	4	Instructional Paraprofessionals		\$65,270.00
4	2	1	Positive Behavior Support Liaison		\$27,221.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$113,289.00
Budgeted Fund Source Amount					\$113,289.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Assistant Principal		\$95,000.00
Sub-Total					\$95,000.00
Budgeted Fund Source Amount					\$95,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Bilingual Teacher		\$70,000.00
1	1	2	Classroom Libraries		\$40,514.00
1	1	3	TRWP Staff Development Trainings		\$32,000.00
1	2	3	Dreambox Online Technology		\$8,000.00
1	2	3	Chromebooks		\$21,536.00
1	2	3	Chromebook Carts		\$1,480.00
1	4	1	Summit K-12		\$5,100.00
4	2	1	Nurse and Clinic Aide		\$35,000.00
Sub-Total					\$213,630.00
Budgeted Fund Source Amount					\$213,630.00
+/- Difference					\$0.00
Grand Total Budgeted					\$825,246.00
Grand Total Spent					\$825,246.00
+/- Difference					\$0.00