



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Armstrong Elementary

Rating: B

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress –*the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

Distinction Designations Earned:

Academic Achievement in Mathematics

Comparative Academic Growth

Comparative Closing the Gaps

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

47% of students will meet grade level standard or above in all subject areas for STAAR.

STRATEGY DESCRIPTION(S):

- Monitor student progress in all grade levels to ensure any students not making progress are in the correct interventions or special programs.
- Provide weekly time and support for teachers to collaborate around student progress and planning of small group instruction.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity around small group instruction.



READING/ELA

PERFORMANCE OBJECTIVE:

- 80% of kindergarten through second grade students will leave reading on or above grade level.
- 45% of students will meet grade level standard or above on reading STAAR.

STRATEGY DESCRIPTION(S):

- Staff development provided by Teachers College three times a year. Continue learning different types of small groups that can be pulled to grow readers, grow knowledge about the text bands and reading behaviors for each text band.
- Hold monthly data meetings to track student's growth in reading and discuss next action steps to grow students as readers.
- Use formative assessments to guide small group instruction.
- Conduct campus-wide lab sites surrounded around small group instruction.
- Conduct after school tutorials from March to May.

WRITING

PERFORMANCE OBJECTIVE:

35% of students will meet grade level standard or above on writing STAAR.

STRATEGY DESCRIPTION(S):

- Continue using Patterns of Power daily when teaching mentor sentences.
- Use formative assessment data to guide writing conferences, writing strategy groups, word study and revise/grammar groups.
- Build accountability with students using previously learned skills within their writing.
- Conduct after school tutorials from January to March.

MATH

PERFORMANCE OBJECTIVE:

60% of students will meet grade level standard or above on math STAAR.

STRATEGY DESCRIPTION(S):

- Staff develop teachers on how to tier small group instruction during guided math.
- Use formative assessments to differentiate small group instruction during guided math.
- Continue growing teacher knowledge in teaching fact fluency.
- Conduct campus-wide lab sites surrounded around small group instruction.
- Conduct after school tutorials from March to May.
- Hold monthly data meetings to track student's growth in math and discuss next action steps to grow students.



SOCIAL STUDIES

PERFORMANCE OBJECTIVE:

Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S):

Focus on vocabulary development skills, and plan for quality questioning in lesson plans.

Develop common assessments with leveled questions that align with instruction based on scope and sequence.

SCIENCE

PERFORMANCE OBJECTIVE:

Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):

Lessons will focus on inquiry-based learning, vocabulary development skills, and plan for quality questioning in lesson plans.

Develop common assessments with leveled questions that align with instruction based on scope and sequence.

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

STRATEGY DESCRIPTION(S):

- Plan instruction that provides students with physical activity at least two to three times a week.
- Differentiate instruction so all students make progress.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Set growth goals for students and provide feedback to them on their progress.
- Monitor student progress in all grade levels to ensure any students not making progress are in the correct interventions or special programs.
- Provide weekly time and support for teachers to collaborate around student progress and planning of small group instruction.
- Build campus-wide language using 7 Steps to a Language-Rich Interactive Classroom.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.4% in 2018/19 to 97.8% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps



Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE:

Attendance will increase from the previous year by 0.4%.

STRATEGY DESCRIPTION(S):

- Implement an attendance system that tracks student attendance.
- Meet face to face with any families that had ten or more absences in the 2018-2019 school year.
- Provide community resources for families that have barriers that cause student absences.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
Title Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments
CISD Benchmarks at passing rate
Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

Project Manager

Principal



Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

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

STRATEGY DESCRIPTION(S):

- Provide feedback to teachers that allows them to grow in the classroom.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity.
- Plan celebrations to boost morale on campus.
- Meet with new teachers once a month to build their knowledge of CISD curriculum and Armstrong systems.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):

- Host campus events that builds their knowledge on how to support their child at home.
- Host parent meetings throughout the year that informs them of social/emotional barriers that could hinder their child’s progress academically.
- Provide communications, in a language parents can understand, regarding campus initiatives, programs, meetings, and activities through a variety of media.
- Maintain a SITE based committee that includes parents, community, and teachers who analyze planning, operation, and evaluation of the campus education program.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Continue reflecting on school-wide procedures that increases student safety.
- Provide clubs for students that encourage student involvement in school.
- Continue implementing PBIS strategies campus-wide.
- Continue reflecting on the safety plan to increase student safety.



Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S):

- Provide technology resources for teachers and students.
- Provide technology staff developments

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Reading #5, Writing #4 & Math #5	Academic Tutorials for At-Risk Students	\$13,760.00	0.25
All Students #1,2,3	Gen Ed Teachers for At-Risk Students	\$745,035.00	13.00
All Students #1	Instructional Support for At-Risk Students	\$60,470.00	1.00
	TOTAL SCE	\$819,265.00	14.25

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Reading #5, Writing #4 & Math #5	Academic Tutorials	\$4,380.00	0.08
Reading #3	Books	\$24,539.00	0.00
Reading #1	Consultant	\$30,000.00	0.00
Parent and Community #1 & 2	Family Engagement	\$2,912.00	0.00
Reading #1, Writing #1 & Math #3	Instructional Materials	\$12,912.00	0.00
Reading #4 and Math #1,3,4	Instructional Support Academic Coaches	\$148,005.00	2.69
All Students #1	Instructional Support Paraprofessional	\$13,602.00	0.25
All Students #1	Instructional Support Teacher	\$36,322.00	0.66
Technology #1	Technology	\$4,000.00	0.00
	TOTAL Title I	\$276,672.00	3.68

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Reading #5, Writing #4 & Math #5	Academic Tutorials for EL Students	\$4,500.00	0.08
Technology #1	Technology	\$500.00	0.00
Reading #3	Books	\$500.00	0.00
Reading #3	Instructional Materials for EL Students	\$2,500.00	0.00
	TOTAL Title III EL	\$8,000.00	0.08



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
All Students #1 Reading #2 Math #6	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parent and Community #4	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
All Student Populations #1 Reading #2 Math #6	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parent and Community #3	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
All Student Populations #1 Reading #2, #3 Writing #2, #3 Math #2	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
All Student Populations #2 Reading #3,#4 Writing #2, #3 Math #1, #2	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 an enriched and accelerated curriculum.
All Student Populations #1 Reading #3,#5 Writing #2, #4 Math #1, #2, #5	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Parents and Community #4	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community #1, #2	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents and Community #3	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Armstrong Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

80% scored Approaches Grade Level Standards
42% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

2019-2020 Goals:

85% will score Approaches Grade Level Standards
47% will score Meets Grade Level Standards
24% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

77% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

82% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students
79% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards
Focus Student Group: Special Education
47% scored Approaches Grade Level Standards
30% scored Meets Grade Level Standards
5% scored Masters Grade Level Standards
Focus Student Group: White
59% scored Approaches Grade Level Standards
11% scored Meets Grade Level Standards
11% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
84% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
22% will score Masters Grade Level Standards
Focus Student Group: Special Education
50% will score Approaches Grade Level Standards
35% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards
Focus Student Group: White
65% will score Approaches Grade Level Standards
15% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students
77% scored Approaches Grade Level Standards
36% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards
Focus Student Group: Special Education
45% scored Approaches Grade Level Standards
23% scored Meets Grade Level Standards
0% scored Masters Grade Level Standards
Focus Student Group: White
73% scored Approaches Grade Level Standards
9% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
82% will score Approaches Grade Level Standards
41% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards
Focus Student Group: Special Education
50% will score Approaches Grade Level Standards
25% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards
Focus Student Group: White
78% will score Approaches Grade Level Standards
14% will score Meets Grade Level Standards
14% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>77%</u> scored Approaches Grade Level Standards <u>24%</u> scored Meets Grade Level Standards <u>5%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>50%</u> scored Approaches Grade Level Standards <u>42%</u> scored Meets Grade Level Standards <u>8%</u> scored Masters Grade Level Standards <i>Focus Student Group: White</i> <u>20%</u> scored Approaches Grade Level Standards <u>20%</u> scored Meets Grade Level Standards <u>20%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>80%</u> will score Approaches Grade Level Standards <u>30%</u> will score Meets Grade Level Standards <u>10%</u> will score Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>55%</u> will score Approaches Grade Level Standards <u>45%</u> will score Meets Grade Level Standards <u>10%</u> will score Masters Grade Level Standards <i>Focus Student Group: White</i> <u>25%</u> will score Approaches Grade Level Standards <u>25%</u> will score Meets Grade Level Standards <u>25%</u> will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>83%</u> scored Approaches Grade Level Standards <u>53%</u> scored Meets Grade Level Standards <u>26%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>48%</u> scored Approaches Grade Level Standards <u>30%</u> scored Meets Grade Level Standards <u>9%</u> scored Masters Grade Level Standards <i>Focus Student Group: White</i> <u>64%</u> scored Approaches Grade Level Standards <u>9%</u> scored Meets Grade Level Standards <u>9%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>85%</u> will score Approaches Grade Level Standards <u>55%</u> will score Meets Grade Level Standards <u>30%</u> will score Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>50%</u> will score Approaches Grade Level Standards <u>30%</u> will score Meets Grade Level Standards <u>10%</u> will score Masters Grade Level Standards <i>Focus Student Group: White</i> <u>70%</u> will score Approaches Grade Level Standards <u>10%</u> will score Meets Grade Level Standards <u>10%</u> will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards <i>Focus Student Group: White</i> <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>___%</u> will score Approaches Grade Level Standards <u>___%</u> will score Meets Grade Level Standards <u>___%</u> will score Masters Grade Level Standards <i>Focus Student Group: Type Group Here</i> <u>___%</u> will score Approaches Grade Level Standards <u>___%</u> will score Meets Grade Level Standards <u>___%</u> will score Masters Grade Level Standards <i>Focus Student Group: Type Group Here</i> <u>___%</u> will score Approaches Grade Level Standards <u>___%</u> will score Meets Grade Level Standards <u>___%</u> will score Masters Grade Level Standards</p>



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: Special Education <u>n/a</u>% scored Approaches Grade Level Standards <u> </u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: White <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u> </u>% will score Approaches Grade Level Standards <u> </u>% will score Meets Grade Level Standards <u> </u>% will score Masters Grade Level Standards Focus Student Group: Type Group Here <u> </u>% will score Approaches Grade Level Standards <u> </u>% will score Meets Grade Level Standards <u> </u>% will score Masters Grade Level Standards Focus Student Group: Type Group Here <u> </u>% will score Approaches Grade Level Standards <u> </u>% will score Meets Grade Level Standards <u> </u>% will score Masters Grade Level Standards</p>

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All Students Reading
Achievement Math		Continuously Enrolled Reading
Growth Reading		Student Success Status White
Growth Math	American Indian, Economically Disadvantaged, Special Education	Student Success Status Continuously Enrolled
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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