Fort Bend Independent School District

Armstrong Elementary

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Lynn Armstrong Elementary's student population increased significantly as compared to the 2022 – 2023 school year, primarily since pre-kindergarten was brought back to Armstrong. Although kindergarten had the greatest increase in student population percentage, first, fourth, and fifth grade had the greatest decrease. Our student demographics remains predominantly Hispanic; however, this is the third year in a row that it has dropped in percentage. It is also the third year in a row that our Black - African American population has increased 3%.

Student Population

	2021 – 2022		2022 – 2023		2023 – 2024	
	Count	Percent	Count	Percent	Count	Percent
Total	457	100%	438	100%	515	100%
PK	-	-	-	-	43	8.35%
Kinder	78	17.07%	50	11.42%	80	15.53%
1st Grade	56	12.25$	90	20.55%	63	12.23%
2nd Grade	82	19.94%	73	16.67%	92	17.86%
3rd Grade	80	17.21%	68	15.53%	80	15.53%
4th Grade	79	17.29%	78	17.81%	76	14.79%
5th Grade	82	19.94%	79	18.04%	80	15.53%

Student Demographics

	2021 – 2022		2022 – 2023		2023 – 2024	
	Count	Percent	Count	Percent	Count	Percent
Hispanic-Latino	346	75.71%	324	73.97%	356	69.13%
American Indian-Alaskan Native	2	0.44%	2	0.46%	4	0.78%
Asian	10	2.19%	8	1.83%	14	2.72%
Black-African American	79	17.29%	88	20.09%	119	23.11%

	2021 – 2022		**2022 – 2023**		**2023 – 2024**	
Native Hawaiian-Pacific Islander	1	0.22%	1	0.23%	0	0.00%
White	4	0.88%	4	0.91%	7	1.36%
Two-or-More	15	3.28%	11	2.51%	15	2.91%

Almost 90% of our students are identified as economically disadvantage due to qualifying for free or reduced meals; this is a decrease of 5% as compared to the previous school year. We had an increase in student percentages for those categorized as at-risk, needing intervention, and homeless.

Student Indicators

	2021 – 2022		**2022 – 2023**		**2023 – 2024**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
At-risk	352	77.02%	311	71.00%	373	72.43%
Foster Care	2	0.44%	2	0.46%	2	0.39%
Intervention Indicator	2	0.44%	28	6.39%	39	7.57%
Economic Disadvantage Total	402	87.97%	416	94.98%	460	89.32%
Free Meals	386	84.46%	397	90.64%	393	79.31%
Reduced Meals	16	3.50%	14	3.20%	26	5.05%
Homeless Status Total	7	1.53%	3	0.68%	12	2.33%

Over half of our student population are identified as emergent bilinguals. Our bilingual population has remained the same; however, our English as a Second Language (ESL) population has decreased for the third year in a row. Most of our special education (SPED) students are identified as learning disabled, which increased 4% from the previous school year. We have been able to mainstream more SPED students within the general education, decreasing the amount of time that SPED students are being serviced in the resource classroom.

Student Programs

	2021 – 2022		**2022 – 2023**		**2023 – 2024**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**

	2021 – 2022		2022 – 2023		2023 – 2024	
Dyslexia	28	6.35%	32	7.31%	43	8.35%
GT	4	0.88%	6	1.37%	5	0.97%
504	2	0.44%	1	0.23%	1	0.19%
SPED	66	14.44%	61	13.93%	83	16.12%
BIL	177	38.73%	193	44.06%	228	44.27%
ESL	52	11.38%	41	9.36%	40	7.77%

Special Education

	2021 – 2022		2022 – 2023		2023 – 2024	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Other Health Impairment	5	7.58%	7	11.48%	6	7.23%
Intellectual Disability	4	6.06%	4	6.56%	4	4.82%
Emotional Disturbance	3	4.55%	6	9.84%	8	9.64%
Learning Disability	30	45.45%	32	52.46%	47	56.63%
Speech Impairment	16	24.24%	8	13.11%	11	13.25%
Autism	7	10.61%	4	6.56%	6	7.23%
Speech Therapy	8	12.12%	8	13.11%	10	12.05%
Mainstream	18	27.27%	10	16.39%	24	26.51%
Resource Room	32	48.48%	30	49.18%	64	40.96%
Self-Contained	8	12.12%	13	21.31%	16	19.28%

An increase in Skyward office referrals was seen during the first semester of the 2023 – 2024 school year; the total number of office referrals was more than we had in 2022 – 2023. Upon reviewing the details from each office referral inputted into Skyward, it was evident that we had to revamp our discipline procedures and expectations. Besides having the district behavior and wellness facilitator attend grade-level professional learning communities (PLCs) to provide support, our assistant principal held a faculty meeting to review the different level of infractions, possible solutions, and the behavior flow chart. To assist in tracking our Level 1 infractions not documented in Skyward, the Gator Tracker was implemented to assist us in determining next steps.

Although we saw a decrease in infractions reported in Skyward during the second semester, there were still some obvious concerns. Although homeroom teachers documented most level 2 and 3 infractions in Skyward, several of the incidents had occurred within outclass. In addition, an increase in inappropriate behaviors could be seen most on Tuesdays and Wednesdays.

Student Discipline in Skyward by Grade Level

	2021 – 2022	2022 – 2023	2023 – 2024
	Count	Count	Count
TOTAL	25	31	106
PK	-	-	4
Kinder	1	1	6
1st Grade	11	2	54
2nd Grade	4	5	0
3rd Grade	0	13	30
4th Grade	1	5	7
5th Grade	7	5	5

Student Discipline in Skyward by Gender

	2021 – 2022	2022 – 2023	2023 – 2024
	Count	Count	Count
Male	19	22	86
Female	6	9	20

Student Discipline in Skyward by Location

	2021 – 2022	2022 – 2023	2023 – 2024
	Count	Count	Count
Bus		1	4
Bus Off Campus	1	4	3
Cafeteria	1	2	2
Classroom	15	18	67
Gym	0	0	6
Hall	1	2	14
Off Campus	2	0	0
Off Campus >300 Feet	1	0	0
Other	1	2	8
Restroom	1	0	2
Undocumented	2	2	0

Student Discipline in Skyward by Infraction

	2021 – 2022	2022 – 2023	2023 – 2024
	Count	Count	Count
Bullying	0	1	0
Bus Misconduct	0	1	3
Computer/Tech Misuse	0	0	2
Cyber Bullying	1	0	0
Derogatory Statement	1	0	0
Disruptive Behavior	12	2	35
Disrupting Educational Environment	1	0	43
Fighting/Mutual Contact	2	6	0
Inappropriate Physical Contact	1	6	19
Possession of Marijuana	1	0	0
Profanity	0	1	0
Serious Offense	0	1	3
Severe Bullying	1	0	0
Referral Dismissed	2	4	0
Open Teacher Referral	3	9	0

Although the district's student attendance goal was 95%, we struggled throughout the school year to reach at least 95%. The lowest student attendance months were November and December. Primary grade levels had the most absences:

- Pre-kindergarten: 293, 11 students with excessive absences
- Kindergarten: 391; 17 students with excessive absences
- First grade: 238; 7 students with excessive absences
- Second Grade: 276; 9 students with excessive absences

Due to low attendance percentages, the assistant principal and ADA clerk began holding parent conferences to create a Truancy Action Plan (TAP). In addition, home visits were made for students with excessive absence and/or tardies.   They were able to find several that did not live within the attendance zone and were unenrolled. Due to these measures, there were several weeks where we meet our weekly goal of 95%. The exception was the month of May when a stomach virus affected both staff and student attendance.

Student Attendance

	2022 – 2023	2023 – 2024	Lowest Attendance	Highest Attendance
August	94.80%	95.35%	K 93.92%	4th 96.77%
September	94.12%	94.23%	K 91.10%	4th 96.48%
October	93.02%	92.52%	K 88.41%	4th 95.20%
November	93.55%	91.58%	PK 84.52%	5th 96.53%
December	94.26%	91.04%	PK 77.97%	5th 93.60%
January	94.18%	92.26%	PK 89.82%	5th 94.00%
February	93.89%	94.32%	PK 90.91%	5th 96.21%
March	94.90%	94.65%	PK 91.05%	5th 96.25%
April	94.66%	94.59%	PK 90.71%	5th 95.40%
May	92.60%	93.94%	1st 92.02%	5th 95.23%

Staff attendance was also tracked through ReadySub. A filter was used to eliminate all absences that were related to their job such as professional development or district meetings. There was a total of 562 staff absences; this was more than previous school years. The fifth grade and special education team had the most absences with a total of 219 absences.

Staff Attendance

	2022 – 2023	2023 – 2024
TOTAL	461	562
Pre-K	-	44
Kinder	26	18
1st Grade	25	24
2nd Grade	29	83
3rd Grade	31	16
4th Grade	33	15
5th Grade	39	107
SPED	79	112
Outclass	40	12
Support	105	72

	2022 – 2023	2023 – 2024
Front Office	36	43
Leadership	18	16

PLC

All kindergarten through fifth grade teachers attended professional learning communities (PLCs) once every six days. The instructional coaches facilitated PLCs for all grade levels; special education teachers were included within the other grade levels. Instructional coaches continued to guide teachers through the Evidence, Analysis, and Action (EAA) protocol to analyze data and determine next steps for teachers.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
AUG							WELCOME	BACK	GATORS!													OCD	4
SEPT	5				3	4	PK	2			1	K	5	4				3	2	1	K	5	
OCT		1	K	5	PK	4					3	CPAC	2			1	K	5	3	4			2
NOV	1	O	K			5	3	4	PK				2	OCD	1	K	5						
DEC	1			5	K	4	PK	3			2	1	K	O									
JAN								5	3	4	PK	2				1	K	CPAC	5			4	3
FEB	O	2			1	K	5	PK	4			3	2	1						K	5	O	4
MAR			5	K	4	PK	3											2	1	5	K	4	
APR		1	K	PK	5			4	3	2													
MAY	5	4	3			2	1	K	PK	5			4	3	2	CPAC	1			O	O	K	

Demographics Strengths

Demographic strengths for the 2023 – 2024 school year includes:

- pre-kindergarten program is available at Armstrong once more
- student population is becoming more diverse
- special education students receiving resource services were being transitions more into the general education setting
- intermediate students reached the district's attendance goal
- student attendance improved during the last nine weeks of school

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Several students did not make at least one-year's growth in content areas.
Root Cause: Teachers inability to provide solid Tier 1 instruction.

Problem Statement 2 (Prioritized): Several students did not make at least one-year's growth in content areas.
Root Cause: Students with excessive absences and/or tardies were not present to receive Tiered instruction.

Problem Statement 3 (Prioritized): Students with excessive absences and/or tardies made limited to no growth academically.
Root Cause: Lack of accountability for excessive absences and tardies.

Problem Statement 4 (Prioritized): Staff with excessive absences had a low percentage of students that made one-year's growth academically.
Root Cause: Lack of accountability for excessive absences.

Problem Statement 5 (Prioritized): Student behavior infractions increased significantly in all grade levels.
Root Cause: Students were not held accountable for their own actions as we lacked Positive Behavioral Interventions and Supports (PBIS) strategies and systems.

Student Learning

Student Learning Summary

One assessment tool that was utilized throughout the school year to determine student progress and growth was REN360. As demonstrate below, we did not meet our goal of having most of our students make at least one years growth in both reading and math.

REN360: ELA

	BAS/SEL		REN360 Growth		
	On Level	Below Level	≥ 1 Year's Growth	<1 Year's Growth	Regressed
Kinder: Monolingual	6%	92%	55%	32%	3%
Kinder: Bilingual	7%	92%	30%	65%	3%
1st Grade: Monolingual	37%	55%	40%	56%	4%
1st Grade: Bilingual	78%	18%	44%	56%	0%
2nd Grade: Monolingual					
2nd Grade: Bilingual					

REN360: Math

	REN360 Growth					
	Met Expected Growth or More		Less Growth than Expected		Regressed	
Kindergarten						
1st Grade	65%	62%	31%	33%	4%	5%
2nd Grade	69%	67%	22%	5%	10%	24%
3rd Grade	73%	87%	13%	11%	13%	1%
4th Grade	58%	73%	8%	7%	33%	20%
5th Grade	54%	59%	12%	14%	34%	25%

TELPAS Composite

The Texas English Language Proficiency Assessment System (TELPAS) is an English language proficiency assessment aligned to the Texas English Language Proficiency Standards (ELPS). This assessment is designed to assess the progress that emergent bilinguals (EB) students make in learning the English language.   TELPAS fulfills Every Student Succeeds Act (ESSA) requirements for assessing EB students in kindergarten through fifth grade in four language domains: listening, speaking, reading, and writing. Our students participated in TELPAS during March 2024.

To determine our students' progress, it was necessary to compare and analyze the 2023 and 2024 TELPAS scores. In 2023, 202 students participated in TELPAS; one first and one fifth grade student participated in the TELPAS Alternate Composite and scored Developing

Interdependence. In 2024, we had 263 students participate in TELPAS with no one participating in the TELPAS Alternate Composite. Kindergarten and first grade students are rated holistically for each language domain through observational assessments by their teachers. Second through fifth grade students partake in online tests for all language domains.

When comparing data, it is evident that our first-grade students in 2023 improved in 2024 as second grade students as we decreased the percentage of beginners and intermediates and increased our percentages in advanced. Those in second grade in 2023
Third grade students in 2023 regressed in 2024 as fourth grade students improved by decreasing the percentage of intermediates and advanced and increasing the percentage of advanced high. However, we did see some regression in our percentages of beginner students. This could be because we had an increase in newcomers and/or the fact this was the first year that the bilingual program was changed from late exit to dual language one way immersion. Fourth grade students in 2023 made progress overall as fifth grade students in 2024 as we decreased in beginner and intermediate percentages and increased in   advanced and advanced high percentages.

2022 – 2023

	No Rating	Beginner	Intermediate	Advanced	Advanced High
TOTAL: 202	**2% (4)**	**34% (68)**	**39% (78)**	**22% (45)**	**3% (7)**
Kinder	0% (0)	70% (21)	27% (8)	3% (1)	0% (0)
1st Grade	6% (0)	62% (29)	28% (13)	2% (1)	2% (1)
2nd Grade	0% (0)	11% (4)	68% (25)	22% (8)	0% (0)
3rd Grade	0% (0)	8% (3)	49% (19)	38% (15)	5% (2)
4th Grade	0% (0)	20% (9)	35% (16)	39% (18)	7% (3)
5th Grade	2% (1)	2% (1)	23% (10)	47% (20)	26% (11)

2023 – 2024

	No Rating	Beginner	Intermediate	Advanced	Advanced High
TOTAL: 263	**1% (1)**	**35% (93)**	**35% (93)**	**23% (61)**	**6% (15)**
Kinder	0% (0)	78% (38)	16% (8)	6% (3)	0% (0)
1st Grade	3% (1)	56% (19)	29% (10)	12% (4)	0% (0)
2nd Grade	0% (0)	34% (17)	48% (24)	18% (9)	0% (0)
3rd Grade	0% (0)	19% (8)	45% (19)	24% (10)	12% (5)
4th Grade	0% (0)	19% (8)	40% (17)	35% (15)	7% (3)
5th Grade	0% (0)	7% (3)	33% (15)	44% (20)	16% (7)

STAAR: Mathematics, Reading Language Arts and Science

The State of Texas Assessments of Academic Readiness (STAAR) is a standardized academic achievement test designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills in the Texas Essential Knowledge and Skills (TEKS) for certain grade levels and content subjects. STAAR fulfills the requirements of ESSA that requires all third through fifth grade students be assessed in math and reading language arts (RLA). Fifth grade students are also required to be assessed in science.

To determine our students' progress, it was necessary to compare and analyze the 2023 and 2024 STAAR scores. In 2023, 6 students participated in STAAAR Math and RLA Alternate 2 and two participated in STAAR Science Alternate 2 due to their special education (SPED) disability. Due to requirement changes that occurred late 2023, none of our students were assessed through STAAR Alternative 2 for any content subjects in 2024. This is the second year that all students were assessed via online rather than paper for all content subjects.

Based on data below, it is evident that we regressed in all content areas. Overall, several students did not make one years growth as stated in our campus improvement plan.

2022 – 2023

STAAR	Tests Taken	Did Not Meets	Approaches	Meet	Masters
Math	228	32% (73)	38% (86)	20% (46)	10% (23)
RLA	230	33% (75)	38% (88)	17% (40)	12% (27)
Science	76	53% (40)	32% (24)	13% (10)	3% (2)
STAAR Alt	Tests Taken	Developing	Satisfactory	Accomplished	
Math	6	0% (0)	50% (3)	50% (3)	
RLA	6	0% (0)	67% (4)	33% (2)	
Science	4	0% (0)	50% (3)	50% (3)	

Student Achievement	52			
School Progress, Part A	75	70%	71	C
School Progress, Part B	54			
Closing the Gaps	61	30%	18.3	

2023 – 2024

	Tests Taken	Did Not Meets	Approaches	Meet	Masters
Math	250	48% (119)	24% (59)	22% (55)	7% (17)
RLA	251	38% (96)	29% (74)	22% (55)	10% (26)
Science	80	70% (56)	21% (17)	6% (5)	3% (2)
Math Alt	0	—	—	—	—
RLA Alt	0	—	—	—	—
Science Alt	0	—	—	—	—

Student Achievement	56		57	70%	39.9	59	F
School Progress, Part A	57	57					
School Progress, Part B	57						
Closing the Gaps	65			30%	19.5		

Student Learning Strengths

Strengths

- More students scored Advanced or Advanced High in 2023 - 2024 on TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Several students in kindergarten through fifth either regressed or made less than one-year's growth in content subject areas.
Root Cause: Lack of effective Tiered instruction.

Problem Statement 2 (Prioritized): Several students did not make at least one-year's growth within a school year.
Root Cause: Lack of rigor in instruction.

Problem Statement 3 (Prioritized): Students are not performing on grade-level expectations in campus and district assessments.
Root Cause: Students are lacking foundational skills in content areas.

School Processes & Programs

School Processes & Programs Summary

Dr. Lynn Armstrong has provides various programs for our students. Programs offered include:

- Dyslexia
- Gifted & Talented (GT)
- 504
- Special Education (SPED)
- Bilingual Education (BIL)
- English as a Second Language (ESL)

Overall, we have seen an increase of students participating in the special education program as compared to previous school years. Although one of our campus improvement plan goals was to increase the number of students identified as Gifted & Talented, we decreased in numbers.

Student Programs

	2021 – 2022		2022 – 2023		2023 – 2024	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Dyslexia	28	6.35%	32	7.31%	43	8.35%
GT	4	0.88%	6	1.37%	5	0.97%
504	2	0.44%	1	0.23%	1	0.19%
SPED	66	14.44%	61	13.93%	83	16.12%
BIL	177	38.73%	193	44.06%	228	44.27%
ESL	52	11.38%	41	9.36%	40	7.77%

Special Education

Listed below are the various categories that students may qualify for special education

	2021 – 2022		2022 – 2023		2023 – 2024	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Other Health Impairment	5	7.58%	7	11.48%	6	7.23%
Intellectual Disability	4	6.06%	4	6.56%	4	4.82%
Emotional Disturbance	3	4.55%	6	9.84%	8	9.64%
Learning Disability	30	45.45%	32	52.46%	47	56.63%
Speech Impairment	16	24.24%	8	13.11%	11	13.25%
Autism	7	10.61%	4	6.56%	6	7.23%
Speech Therapy	8	12.12%	8	13.11%	10	12.05%
Mainstream	18	27.27%	10	16.39%	24	26.51%

	2021 – 2022		2022 – 2023		2023 – 2024	
Resource Room	32	48.48%	30	49.18%	64	40.96%
Self-Contained	8	12.12%	13	21.31%	16	19.28%

School Processes & Programs Strengths

Strengths

- Student Success Teams (SST) meetings have been more effective as we have been able to properly identify students that qualify for special education.
- More special education students are being mainstreamed into the general education class.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Intermediate students do not have a close relationship with their teachers.
Root Cause: Students are not being engaged during lessons.

Perceptions

Perceptions Summary

The district sent each Armstrong family a unique link to complete the Title 1 Family Engagement Survey on March 2024.   Although both campus and district personnel sent out several email reminders, only 42 families completed the survey. This is three less surveys than what we had last school year. On May 9, 2024, the Title 1 Parent Advisory Council (TPAC) members met to discuss the results from the survey. Members of the council reviewed the top three glows and grows from the survey.

Glows

- Staff was professional and kind in general.
- There has been more family engagement than ever.
- Overall, happy with academic support of students and proud of the school.

The parent educator has been good with planning at least one event per month that has lead to having great results, which are highlighted in our Glows.

Grows

- Need for extracurricular activities.
- Student performances should be more organized.
- Need for consistency amongst teachers (ex. homework, discipline, etc.)
- Reach parents directly via telephone.

The Elementary Student Engagement Survey was conducted on April 4, 2024, to our third through fifth grade students who received consent by their parents to participate. More students participated in the survey; approximately 50 students in each grade level participated. Survey questions allowed us to collect data on Behavioral, Emotional, and Cognitive Engagement.

Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra-curricular activities.   Overall, we had a decrease of 4% to 10% decrease in the number of students not being prepared for school.   This includes not having items needed for classwork, reading materials, or homework completed. Although 67% of students stated that they spend one hour or less on studying and/or completing homework, 25% of students stated that they spend two to three hours. This aligns to the Title 1 Parent Engagement Survey that expressed concerns that there were some teachers that were assigning too much homework.

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feeling about school structures, and affective reactions. Teacher Student

Relationships, Peer Support of Learning, and Family Support of Learning all showed improvement with increased percentages (1.8% to 4.5%). Disaffection, however, also increased by 0.7%. A total of 44% of fourth grade and 56% of fifth grade students stated that they did not feel as though adults at their school listened to them. In addition, about 80% of fifth grade students though that rules were fair at school or felt safe at school.

Perceptions Strengths

Based on our Title 1 Survey, parents identified the following as strengths:

- Staff was professional and kind in general.
- There has been more family engagement than ever.
- Overall, happy with academic support of students and proud of the school.

Based on our Student Engagement Survey, students identified the following as strengths:

- decrease in the percentage of students not having what they need to learn
- increase in percentage of students that have peer and family support

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students' perception of adults listening to them, rules being fair, and feeling safe at school have declined.
Root Cause: Staff members are not building relationships with students.

Problem Statement 2 (Prioritized): Student discipline increased significantly as compared to previous school years.
Root Cause: Lack of clear school-wide expectations, rewards and consequences.

Priority Problem Statements

Problem Statement 1: Several students in kindergarten through fifth either regressed or made less than one-year's growth in content subject areas.
Root Cause 1: Lack of effective Tiered instruction.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students with excessive absences and/or tardies made limited to no growth academically.
Root Cause 2: Lack of accountability for excessive absences and tardies.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Student behavior infractions increased significantly in all grade levels.
Root Cause 3: Students were not held accountable for their own actions as we lacked Positive Behavioral Interventions and Supports (PBIS) strategies and systems.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Staff with excessive absences had a low percentage of students that made one-year's growth academically.
Root Cause 4: Lack of accountability for excessive absences.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Students' perception of adults listening to them, rules being fair, and feeling safe at school have declined.
Root Cause 5: Staff members are not building relationships with students.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Several students did not make at least one-year's growth in content areas.
Root Cause 6: Teachers inability to provide solid Tier 1 instruction.
Problem Statement 6 Areas: Demographics

Problem Statement 7: Several students did not make at least one-year's growth in content areas.
Root Cause 7: Students with excessive absences and/or tardies were not present to receive Tiered instruction.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Several students did not make at least one-year's growth within a school year.
Root Cause 8: Lack of rigor in instruction.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students are not performing on grade-level expectations in campus and district assessments.
Root Cause 9: Students are lacking foundational skills in content areas.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Intermediate students do not have a close relationship with their teachers.
Root Cause 10: Students are not being engaged during lessons.
Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Student discipline increased significantly as compared to previous school years.
Root Cause 11: Lack of clear school-wide expectations, rewards and consequences.
Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Dr. Lynn Armstrong Elementary will provide a rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
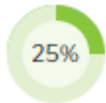
Performance Objective 1: By May 2025, Dr. Lynn Armstrong Elementary will improve the effectiveness of Tier 1 instruction in core content areas (reading, writing, math, science, and social studies) through the implementation of aligned curriculum, effective lesson plans, and progress monitoring as evidence through indicators of success.

High Priority

Indicators of Success: By January 2025 at least 60% of Dr. Lynn Armstrong's students will have at three-quarters growth from beginning-of-the-year (BOY) to middle-of-the-year (MOY) as measured by campus and district assessments.
By May 2025, at least 70% of Dr. Lynn Armstrong's students will have at least one and a half year's growth from beginning-of-the-year (BOY) to end-of-the-year (EOY) as measured by campus and district assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in long-range planning sessions for core content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will learn how to provide effective and rigorous Tier 1 instruction.	Oct	Dec	Feb	June
Staff Responsible for Monitoring: Instructional Coaches, Specialists, and Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 **Funding Sources:** Professional Learning for Tiered Instruction - 211 Title I-A - $6,000, Resources/Materials for Tiered Instruction - 211 Title I-A - $10,000	45%	45%	60%	

Strategy 2 Details	**Reviews**			
Strategy 2: Observation and Feedback. Administrators and instructional coaches will conduct and document at least five observation and two feedback cycles each week.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be able to make adjustments to their Tier 1 instruction based on feedback that will ultimately ensure students are making academic growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, and Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 5 - Student Learning 1, 2, 3 - School Processes & Programs 1 **Funding Sources:** Region 4: Observation & Feedback - 211 Title I-A - $7,500	25%	40%	50%	

Strategy 3 Details	**Reviews**			
Strategy 3: Data-driven Instruction. Teachers will participate in on-going data professional learning communities (PLCs) where they will analyze student data and plan for possible adjustments to their Tier 1 instruction.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be provided with protected time for in-depth conversations about formative student data and possible adjustments to the instructional delivery that will ultimately ensure students are making academic growth. **Staff Responsible for Monitoring:** District leaders, administrators, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 **Funding Sources:** Tier 2 & 3 Resources - 211 Title I-A - $7,400	10%	30%	60%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Several students did not make at least one-year's growth in content areas.   **Root Cause**: Teachers inability to provide solid Tier 1 instruction.
Problem Statement 2: Several students did not make at least one-year's growth in content areas.   **Root Cause**: Students with excessive absences and/or tardies were not present to receive Tiered instruction.
Problem Statement 5: Student behavior infractions increased significantly in all grade levels.   **Root Cause**: Students were not held accountable for their own actions as we lacked Positive Behavioral Interventions and Supports (PBIS) strategies and systems.

Student Learning
Problem Statement 1: Several students in kindergarten through fifth either regressed or made less than one-year's growth in content subject areas.   **Root Cause**: Lack of effective Tiered instruction.
Problem Statement 2: Several students did not make at least one-year's growth within a school year.   **Root Cause**: Lack of rigor in instruction.
Problem Statement 3: Students are not performing on grade-level expectations in campus and district assessments.   **Root Cause**: Students are lacking foundational skills in content areas.

School Processes & Programs
Problem Statement 1: Intermediate students do not have a close relationship with their teachers.   **Root Cause**: Students are not being engaged during lessons.

Goal 1: Dr. Lynn Armstrong Elementary will provide a rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 2: By May 2025, Dr. Lynn Armstrong Elementary will improve the effectiveness of Tier 2 and 3 instruction in reading and math through the implementation of aligned curriculum, effective lesson plans, and progress monitoring as evidence through indicators of success.

High Priority

Indicators of Success: By January 2025 at least 60% of Dr. Lynn Armstrong's students will have at three-quarters growth from beginning-of-the-year (BOY) to middle-of-the-year (MOY) as measured by campus and district assessments.
By May 2025, at least 70% of Dr. Lynn Armstrong's students will have at least one and a half year's growth from beginning-of-the-year (BOY) to end-of-the-year (EOY) as measured by campus and district assessments.

Strategy 1 Details	Reviews			
Strategy 1: Accountability: Teachers will hold and document at least ten differentiated lessons (small guided/strategy or enrichment groups) each week.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will provide students with on-going differentiated instruction that will ultimately ensure students are making academic growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, and Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 **Funding Sources:** Resources/materials for Tier 2 and 3 Instruction - 211 Title I-A - $10,000	10%	20%	50%	

Strategy 2 Details	Reviews			
Strategy 2: Observation and Feedback: Administrators, Instructional Coaches, and Specialist will conduct and document at least five observations and two feedback cycles each week.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be able to make adjustments to their Tier 2 and 3 instruction based on feedback that will ultimately ensure students are making academic growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, and Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 **Funding Sources:** Professional learning for Tier 2 and 3 instruction - 211 Title I-A - $7,500	25%	40%	50%	

Strategy 3 Details	Reviews			
Strategy 3: Data-driven Instruction: Teachers will participate in on-going professional learning communities (PLCs) where they will analyze student data and plan for possible adjustments to their Tier 2 and 3 instruction.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be provided with protected time for in-depth conversations about formative student data and possible adjustments for their Tier 2 and 3 enrichment/intervention groups that will ultimately ensure students are making academic growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, and Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 **Funding Sources:** Resources/Materials for Tier 2 and 3 - 211 Title I-A - $7,400	10%	20%	50%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Several students did not make at least one-year's growth in content areas.   **Root Cause**: Students with excessive absences and/or tardies were not present to receive Tiered instruction.

Student Learning
Problem Statement 1: Several students in kindergarten through fifth either regressed or made less than one-year's growth in content subject areas.   **Root Cause**: Lack of effective Tiered instruction.
Problem Statement 2: Several students did not make at least one-year's growth within a school year.   **Root Cause**: Lack of rigor in instruction.
Problem Statement 3: Students are not performing on grade-level expectations in campus and district assessments.   **Root Cause**: Students are lacking foundational skills in content areas.

Goal 2: Dr. Lynn Armstrong Elementary will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Performance Objective 1: By May 2025, Dr. Lynn Armstrong will provide targeted support to improve school climate through the use of common and reliable behavior data to meet the needs of all students, including Tier 2 and 3 students with interventions and supports.

High Priority

Indicators of Success: By May 2025, Dr. Lynn Armstrong will decrease the percent of Skyward office referrals by 5%.

Strategy 1 Details	Reviews			
Strategy 1: Staff members will be provided with professional learning at least once each nine weeks on ensuring positive and productive classrooms to proactively prevent disruptive behaviors.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Staff members will implement Positive Behavioral Interventions and Supports (PBIS) strategies to prevent disruptive behaviors. **Staff Responsible for Monitoring:** Campus Administrator(s), Counselor, Behavior Health Facilitator, PBIS Committee **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 5 - School Processes & Programs 1 - Perceptions 1, 2 **Funding Sources:** Positive Behavioral Interventions and Supports (PBIS) Rewards - 211 Title I-A - $3,000	25%	40%	60%	

Strategy 2 Details	Reviews			
Strategy 2: The Positive Behavior Positive Behavioral Interventions and Supports (PBIS) Committee will meet at least once a month to analyze behavior trends and make adjustments.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Staff members will implement Positive Behavioral Interventions and Supports (PBIS) strategies to prevent disruptive behaviors. **Staff Responsible for Monitoring:** Campus Administrator(s), Counselor, Behavior Health Facilitator, PBIS Committee **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 5 - School Processes & Programs 1 - Perceptions 1, 2 **Funding Sources:** Positive Behavioral Interventions and Supports (PBIS) Rewards - 211 Title I-A - $3,000	50%	60%	60%	

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Student behavior infractions increased significantly in all grade levels.   **Root Cause**: Students were not held accountable for their own actions as we lacked Positive Behavioral Interventions and Supports (PBIS) strategies and systems.
School Processes & Programs
Problem Statement 1: Intermediate students do not have a close relationship with their teachers.   **Root Cause**: Students are not being engaged during lessons.
Perceptions
Problem Statement 1: Students' perception of adults listening to them, rules being fair, and feeling safe at school have declined.   **Root Cause**: Staff members are not building relationships with students.
Problem Statement 2: Student discipline increased significantly as compared to previous school years.   **Root Cause**: Lack of clear school-wide expectations, rewards and consequences.

Goal 2: Dr. Lynn Armstrong Elementary will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Performance Objective 2: By May 2025, Dr. Lynn Armstrong will provide targeted support to improve attendance and school climate through the use of common and reliable data to meet the needs of all students and staff members.with the use of intervention and supports.

High Priority

Indicators of Success: By May 2025, Dr. Lynn Armstrong will increase student attendance rates from 92% to 95%.
By May 2025, Dr. Lynn Armstrong will improve staff attendance rate by 5%.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track and document student's attendance and part-teacher conferences for Tier 2 and 3 supports to begin the process of creating a Truancy Action Plan (TAP).	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Student attendance and engagement will increase as misbehaviors decreases. **Staff Responsible for Monitoring:** Administrators, Teachers, ADA Clerk, Counselor, Parent Educator, and Attendance Committee Members **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2, 3, 4 - Student Learning 3 **Funding Sources:** PBIS rewards - 211 Title I-A - $1,000	15%	30%	40%	

Strategy 2 Details	Reviews			
Strategy 2: The Attendance Committee will track and document staff attendance through the use of ReadySub reports to provide support.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Improve Staff Attendance. **Staff Responsible for Monitoring:** Attendance Committee Members and Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2, 3, 4 - Student Learning 3 **Funding Sources:** Incentives for staff - 199 General Fund - $1,000	40%	65%	65%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Several students did not make at least one-year's growth in content areas.   **Root Cause**: Students with excessive absences and/or tardies were not present to receive Tiered instruction.
Problem Statement 3: Students with excessive absences and/or tardies made limited to no growth academically.   **Root Cause**: Lack of accountability for excessive absences and tardies.
Problem Statement 4: Staff with excessive absences had a low percentage of students that made one-year's growth academically.   **Root Cause**: Lack of accountability for excessive absences.
Student Learning
Problem Statement 3: Students are not performing on grade-level expectations in campus and district assessments.   **Root Cause**: Students are lacking foundational skills in content areas.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Teachers will participate in long-range planning sessions for core content areas.
1	1	2	Observation and Feedback. Administrators and instructional coaches will conduct and document at least five observation and two feedback cycles each week.
1	1	3	Data-driven Instruction. Teachers will participate in on-going data professional learning communities (PLCs) where they will analyze student data and plan for possible adjustments to their Tier 1 instruction.
1	2	1	Accountability: Teachers will hold and document at least ten differentiated lessons (small guided/strategy or enrichment groups) each week.
2	1	1	Staff members will be provided with professional learning at least once each nine weeks on ensuring positive and productive classrooms to proactively prevent disruptive behaviors.
2	1	2	The Positive Behavior Positive Behavioral Interventions and Supports (PBIS) Committee will meet at least once a month to analyze behavior trends and make adjustments.
2	2	1	Teachers will track and document student's attendance and part-teacher conferences for Tier 2 and 3 supports to begin the process of creating a Truancy Action Plan (TAP).
2	2	2	The Attendance Committee will track and document staff attendance through the use of ReadySub reports to provide support.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Teachers will participate in long-range planning sessions for core content areas.
1	1	2	Observation and Feedback. Administrators and instructional coaches will conduct and document at least five observation and two feedback cycles each week.
1	1	3	Data-driven Instruction. Teachers will participate in on-going data professional learning communities (PLCs) where they will analyze student data and plan for possible adjustments to their Tier 1 instruction.
1	2	1	Accountability: Teachers will hold and document at least ten differentiated lessons (small guided/strategy or enrichment groups) each week.
2	1	1	Staff members will be provided with professional learning at least once each nine weeks on ensuring positive and productive classrooms to proactively prevent disruptive behaviors.
2	1	2	The Positive Behavior Positive Behavioral Interventions and Supports (PBIS) Committee will meet at least once a month to analyze behavior trends and make adjustments.
2	2	1	Teachers will track and document student's attendance and part-teacher conferences for Tier 2 and 3 supports to begin the process of creating a Truancy Action Plan (TAP).
2	2	2	The Attendance Committee will track and document staff attendance through the use of ReadySub reports to provide support.

State Compensatory

Budget for Armstrong Elementary

Total SCE Funds: $8,030.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. Armstrong utilizes student performance data to determine appropriate compensatory, intensive, or accelerated instructional services to ensure students are performing at grade level at the conclusion of the next regular school term. This includes providing students with intervention during school hours with either their classroom teacher or an interventionist during our designated enrichment time, tutorials, and/or summer school. Title 1 funds will be utilized to have been allocated to help fund interventionists' salaries, tutorials, summer school, and instructional materials. During each Campus Planning Advisory Council (CPAC) meeting, the committee must evaluate the effectiveness of the accelerated instructional programs by reviewing student data.

Personnel for Armstrong Elementary

Name	Position	FTE
Chablia Lewis	Math Interventionist	1
Luz Virguez	Literacy Interventionist	1

Title I

1.1: Comprehensive Needs Assessment

Vision
Dr. Lynn Armstrong Elementary is a safe community where all children and adults are intentionally loved, respected, heard, and encouraged to develop to their fullest potential.

Mission
Dr. Lynn Armstrong Elementary is dedicated to providing a diversified, high-quality education in a safe, respected, and inclusive environment that builds a foundation for life-long learning.

CNA Dates and Meetings

- Initial CNA Development
    - February 29, 2024
        - Dr. Lynn Armstrong Elementary, Room K11
    - May 16, 2024
        - Dr. Lynn Armstrong Elementary, Room K11
- CNA Review and Revision
    - May 22, 2024
    - Dr. Lynn Armstrong Elementary, Room K11

Stakeholders Involved

- Armstrong Staff
    - Nancy Sanchez, Principal
    - Alysia Chatman, Assistant Principal
    - Angela Ugalde, Kindergarten Teacher
    - Lina Triana, First Grade Bilingual Teacher
    - Susan Nandlal, Second Grade Teacher
    - Yoana Lee, Third Grade Bilingual Teacher
    - Becky Orr, Fourth Grade Teacher
    - Nancy Reyna, Fifth Grade Bilingual Teacher
    - Clay Collier, Physical Education Teacher
    - Deidre Buckhalter, Instructional Math Coach
    - Tarisa Thompson, Literacy Instructional Coach
    - Luz Virguez, Literacy Interventionist
    - Jean Konrady, Parent Educator
    - Diana Hirsch, Executive Assistant
    - Priscilla Zapata, ADA Clerk

- FBISD Staff
  - Thomas Negri, Assessment Coordinator
  - Heidi Negron, Campus Support Specialist
- Parents
  - Sadi Brown
  - Tachara Lindsey-Williams
  - Karol Torres
  - Ester Willado
- Community Members
  - Marie Abbott, First United Methodist Church Missouri City
  - Jeanne Mearns, First United Methodist Church Missouri City
  - Jim Uschkrat, New Hope Lutheran Church
  - Joan Keahey, New Hope Lutheran Church
  - John Strader, Horizon Baptist Church

Initial CNA Development Meeting (February 29, 2024 and May 16, 2024):

The Comprehensive Needs Assessment (CNA) process began on February 29, 2024 at Dr. Lynn Armstrong Elementary. The Campus Planning Advisory Council (CPAC) members consisted of a diverse group of stakeholders, including school staff, district leaders, parents, and community members. Nancy Sanchez, the principal at Armstrong, initiated the meeting by reviewing the agenda and committee norms. All members introduced themselves and the school's vision and mission was read aloud.   Ms. Sanchez explained the purpose of the Campus Needs Assessment (CNA) and how it would be used to create Campus Improvement Plan (CIP) for the 2024 – 2025 school year.

Staff members, such as the principal, assistant principal, executive assistant, and ADA were assigned to collect and present campus data for the committee to review and analyze to identify strengths and weaknesses. Data presented and analyzed included student attendance, staff attendance, student population, student demographics, student program, special education, student indicators, and discipline. The meeting wrapped up by presenting the proposed 2024 – 2025 school calendar.   Committee members were asked to provide input; suggestions were taken into consideration to revamp the school calendar.

On May 16, 2024, the CPAC members met once more to review additional campus data. Once more, the principal initiated the meeting by reviewing the agenda, norms, vision and mission, and the purpose of the CNA. The principal, assistant principal, ADA clerk, and literacy instructional coach reviewed campus data that included discipline, student attendance staff attendance, and reading achievement. Committee members began to identify strengths and weakness; staff and student attendance being one of the primary weaknesses. Committee members began drafting a plan of action for the upcoming school year.

Due to lack of time and the amount of data that still had to be analyzed, another CPAC meeting was scheduled for May 22, 2024.

CNA Review and Revision Meeting (May 22, 2024):

The CPAC reconvened on May 22, 2024 to continue presenting and analyzing campus data to create the CIP.   Ms. Sanchez led the meeting once more, providing a recap of what was discussed the prior week. Data presented and analyzed included math achievement and Title 1 parent survey.

The discussions were thorough and collaborative, with each staff member presenting their findings and insights. Strengths identified included strong parental involvement and high teacher retention rates. Student and staff attendance as well as the lack of growth in student achievement in mathematics and reading were areas of weakness.

By the end of the meeting, the CPAC had prioritized our areas of weaknesses and began outlining a plan of action to address them.

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

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Evidence-Based Strategies for Parental Involvement

- Regular parent-teacher conferences
- Family engagement workshops
- On-going communication via newsletters

Parent and Family Engagement Plan (PFE)

- Campus Needs Assessment (CAN) process includes reviewing, revising, and addressing the Parent and Family Engagement (PFE) policy.
- Parent and Family Engagement (PFE) policy is reviewed and revised through the Title I Parent Advisory Committee (TPAC) process.
- PFE policy is available on the school website, via email, in the front office, and during Title I Parent Meeting events.
- Policy is distributed in English and Spanish.
- Dates and Times for Title 1 Parent/Family Meetings
  - September 12, 2024: 8:30 – 9:15 am
  - September 12, 2024: 4:15 – 5:00 pm
  - March 6, 2025: 8:30 – 9:15 am
  - March 6, 2025: 4:15 – 5:00 pm

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Chablia Lewis	Math Interventionist		0.5
Deidre Buckhalter	Math Instructional Coach		1
Luz Virguez	Literacy Interventionist		1
Tarisa Thompson	Literacy Instructional Coach		1

Campus Funding Summary

199 General Fund					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Incentives for staff		$1,000.00
				Sub-Total	$1,000.00
211 Title I-A					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Learning for Tiered Instruction		$6,000.00
1	1	1	Resources/Materials for Tiered Instruction		$10,000.00
1	1	2	Region 4: Observation & Feedback		$7,500.00
1	1	3	Tier 2 & 3 Resources		$7,400.00
1	2	1	Resources/materials for Tier 2 and 3 Instruction		$10,000.00
1	2	2	Professional learning for Tier 2 and 3 instruction		$7,500.00
1	2	3	Resources/Materials for Tier 2 and 3		$7,400.00
2	1	1	Positive Behavioral Interventions and Supports (PBIS) Rewards		$3,000.00
2	1	2	Positive Behavioral Interventions and Supports (PBIS) Rewards		$3,000.00
2	2	1	PBIS rewards		$1,000.00
				Sub-Total	$62,800.00

Addendums

CAMPUS PLANNING ADVISORY COUNCIL (CPAC) AGENDA

Date: Thursday, October 3, 2024
Time: 7:50 – 8:50 am
Facilitator: Nancy Sanchez

Council members

Nancy Sanchez, Principal | Alysia Chatman, Assistant Principal | Angela Ugalde, Kindergarten Teacher | Nancy Reyna, Kindergarten Bilingual Teacher | Lina Triana, First Grade Bilingual Teacher | Susan Nandlal, Third Grade Teacher | Yoana Lee, Fourth Grade Bilingual Teacher | Becky Orr, Fifth Grade Teacher | Odalys Ramirez, Fifth Grade Bilingual Teacher | Clay Collier, Physical Education Teacher | Deidre Buckhalter, Instructional Math Coach | Tarisa Thompson, Literacy Instructional Coach | Luz Virguez, Literacy Interventionist | Maria Ruiz, Parent Educator | Diana Hirsch, Executive Assistant |Priscilla Zapata | Thomas Negri, Assessment Coordinator |Heidi Negron, Campus Support Specialist | Sade Brown, Parent | Karol Torres, Parent | Tachara Lindsey-Williams, Parent | Marie Abbot, First United Methodist Church Missouri City | Jim Uschkrat, New Hope Lutheran Community Member| John Strader, Horizon Baptist Community Member | Jean Konrady, Community Member

Time	Item	Facilitator
7:50 am	Welcome • Introductions • Norms o Start and end on time o Silence cellphones o Minimize side conversations o Actively participate o Vegas rules • Introductions Vision • Dr. Lynn Armstrong Elementary is a safe community where all children and adults are intentionally loved, respected, heard, and encouraged to develop to their fullest potential. Mission	Sanchez

Time	Item	Facilitator
	• Dr. Lynn Armstrong Elementary is dedicated to providing a diversified, high-quality education in a safe, respected, and inclusive environment that builds a foundation for life-long learning.	

7:55 am	Campus Needs Assessment (CNA)
	• STAAR
	   ○ Fort Bend ISD as a district exceeded the state and Region 4 in ELA Academic Achievement in all progressions.
	   ○ Armstrong's ELA performance was below FBISD, Region 4, and State in all progressions.
	   ○ Fort Bend ISD as a district exceeded the state and Region 4 in Math Academic Achievement in all progressions.
	   ○ Armstrong's Math performance was below FBISD, Region 4, and State in all progressions.
	   ○ Fort Bend ISD as a district exceeded the state and Region 4 in Science Academic Achievement in all progressions.
	   ○ Armstrong's Science performance was below FBISD, Region 4, and State in all progressions.
	   ○ 126 out of 278 students (45%) regressed.
	• TELPAS
	   ○ 1st Grade – 27% of students made growth
	• School Rating
	   ○ Based on STARR and TELPAS, our campus is currently an F campus.
		Sanchez

8:10 am	Priority Problem Statements
	• Demographics
	   ○ Problem Statement: Several students didn't make at least one year's growth in content areas.
	   ○ Root cause is teachers' inability to provide solid Tier 1 instruction
	   ○ Problem Statement: Several students didn't make at least one year's growth in content areas
	   ○ Root cause is students with excessive absences and tardies
	   ○ Problem Statement: Students with excessive absences made limited to no growth academically
	   ○ The root cause is lack of accountability for excessive absences and tardies.
		Sanchez

Time	Item	Facilitator

- o Problem Statement: Staff with excessive absences had a low percentage of students that made one year's growth academically.
- o The root cause is lack of accountability for excessive absences.
- o Problem Statement: Student behavior infractions increased significantly in all grade levels.
- o The root cause is students were not held accountable for their own actions as we lacked Positive Behavior Interventions and Supports (PBIS) strategies and systems.
- Student Learning
  - o Several students in Kindergarten through Fifth either regressed or made ess than one-year's growth in content subject areas.
  - o Root cause is lack of effective tiered instruction
  - o Several students did not make one-year's growth within a school year.
  - o Root cause is lack of rigor in instruction
  - o Students are not performing on grade-level expectations in campus and district assessments.
  - o The root cause is lacking foundational skills.
- School Processes & Program Needs
  - o Intermediate students do not have a close relationship with their teachers.
  - o The root cause is students are not being engaged during lessons.
- Perception Needs
  - o Students' perception of adults listening to them, rules being fair, and feeling safe at school have declined.
  - o The root cause is staff members not building relationships with students.
  - o Problem Statement: Student's discipline increased significantly compared to previous school years.

Campus Improvement Plan
- Goal 1

8:20 am
- o Performance Objective 1: By May 2025, Dr. Lynn Armstrong Elementary will improve the effectiveness of Tier 1 instruction in core content areas through the implementation of aligned curriculum, effective lesson plans, and progress monitoring as evidence through indicators of success.

Sanchez

- o Indicators of Success: By January 2025 at least 60% of Dr. Lynn Armstrong's students will have a three-quarters growth from BOY to MOY as measured by campus and district assessment.
- o By 2025, at least 75% of Dr Lynn Armstrong's students will have at least one and half year of growth as measured in BOY and EOY campus and district assessments.
  - ▪ Strategies:
    - Long-range planning
    - Observation and Feeback
    - Data-Driven Instruction
- o Performance Objective 2: By May 2025, Dr. Lynn Armstrong Elementary will improve the effectiveness of Tier 2 and Tier 3 instruction in reading and math through the implementation of aligned curriculum, effective lesson plans and progress monitoring as evidence of implementation
- o Indicators of Success: By January 2025 at least 60% of Dr. Lynn Armstrong's students will have a three-quarters growth from BOY to MOY as measured by campus and district assessment.
- o By 2025, at least 75% of Dr Lynn Armstrong's students will have at least one and half year of growth as measured in BOY and EOY campus and district assessments.
  - ▪ Strategies:
    - Accountability
    - Observation and Feedback
    - Data and Driven Instruction
- Goal 2:
  - o Performance Objective 1: By May 2025, Dr. Lynn Armstrong will provide targeted support to improve school climate using common and reliable behavior data to meet the needs of all students, including Tier 2 and Tier 3 students with interventions and supports.
  - o Indicators of Success: Skyward behavior discipline referrals will decrease by 30%.
    - ▪ Strategies
      - Professional Learning
      - PBIS Committee
  - o Performance Objective 2: By May 2025, Dr. Lynn Armstrong will provide targeted support to

Time	Item	Facilitator

	improve student attendance frates from 92 to 95 percent and increase staff attendance by 5%
	   ▪ Strategies
	      • Student Attendance tracking and teacher conferences for Tier 2 and 3 supports to begin the process of creating a Truancy Action Plan (TAP)
	      • Attendance Committee will track and document staff attendance using ReadySub reports to provide supports	

8:45 am	Upcoming Meetings
	   o November 15th
	   o December 6th
	   o February 7th
	   o May 16th
		Sanchez

8:50 am	Adjournment	Sanchez

Campus Planning Advisory Council (CPAC)

Dr. Lynn Armstrong Elementary
October 2, 2024

Norms

- Start and end on time.

- Silence cellphones.

- Minimize side conversations.

- Actively participate.

- Vegas rules.

Agenda

01 | Welcome & Introductions

02 | Campus Needs Assessment

03 | Priority Problem Statements

04 | Campus Improvement Plan

04 | Upcoming Meetings

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01

Welcome & Introductions

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Hello! I'm...

State your name.

State your role at Armstrong.

> "
Dr. Lynn Armstrong Elementary is a safe community where all children and adults are intentionally loved, respected, heard, and encouraged to develop to their fullest potential.

Vision

"

Dr. Lynn Armstrong Elementary is dedicated to providing a diversified, high-quality education in a safe, respected, and inclusive environment that builds a foundation for life-long learning.
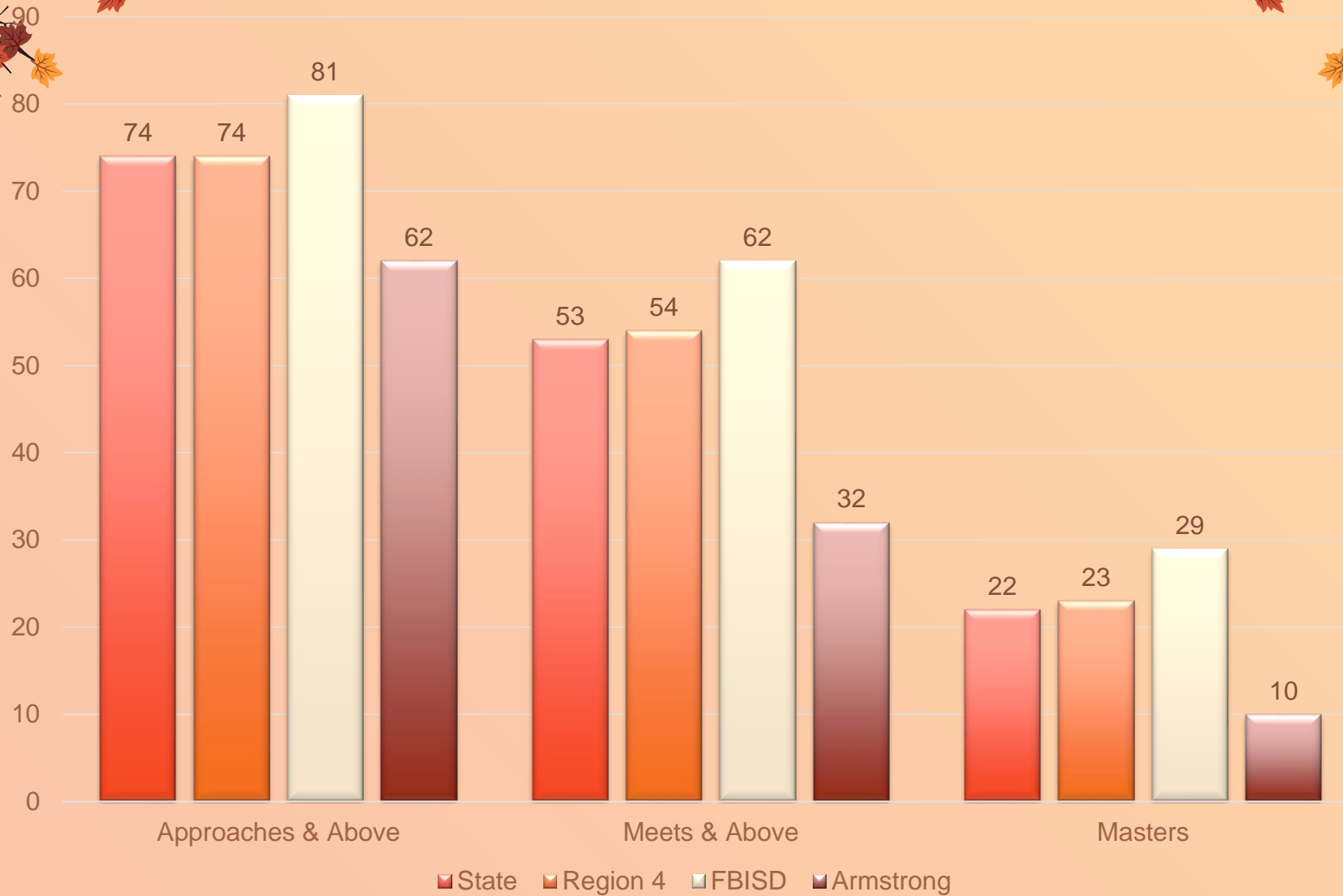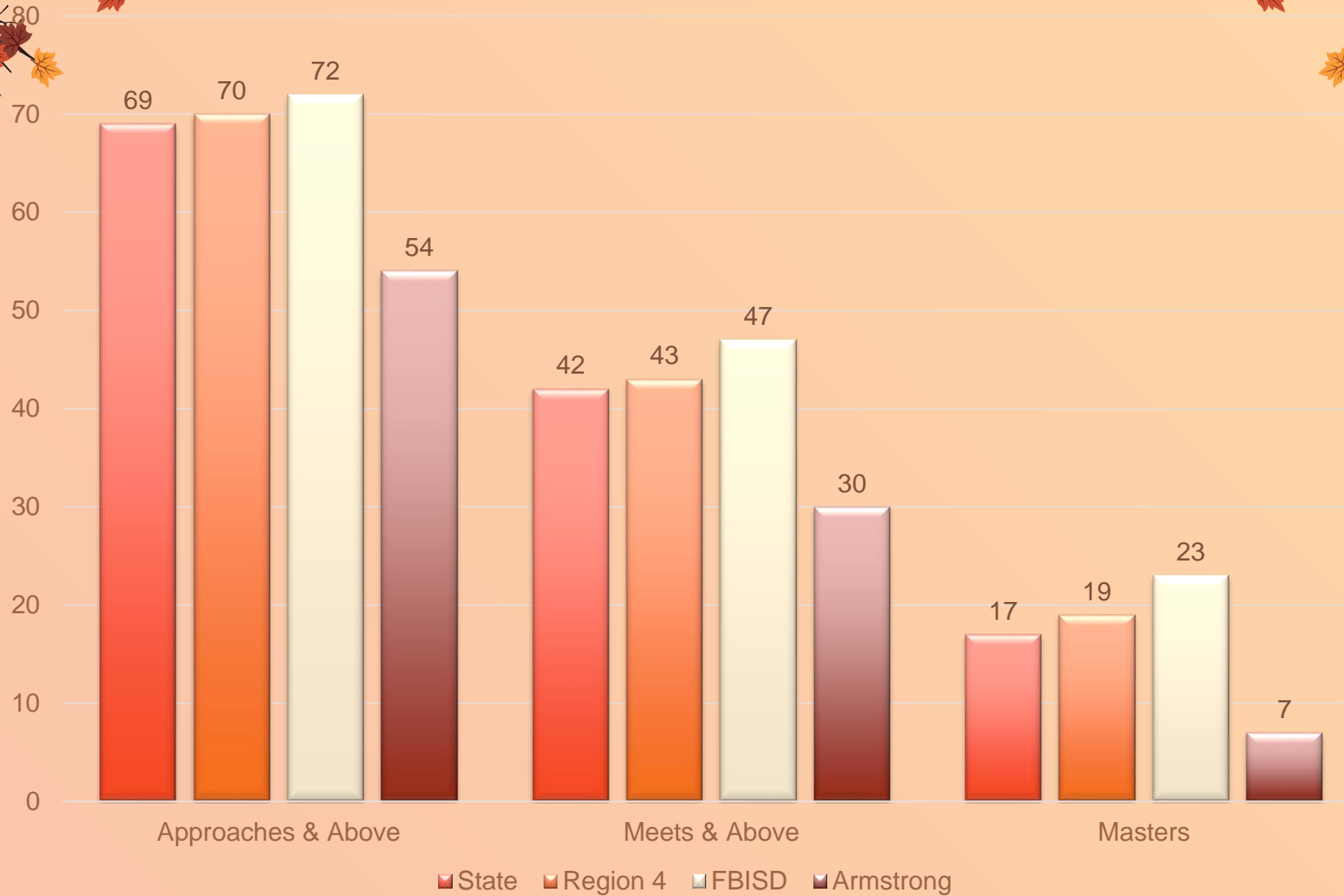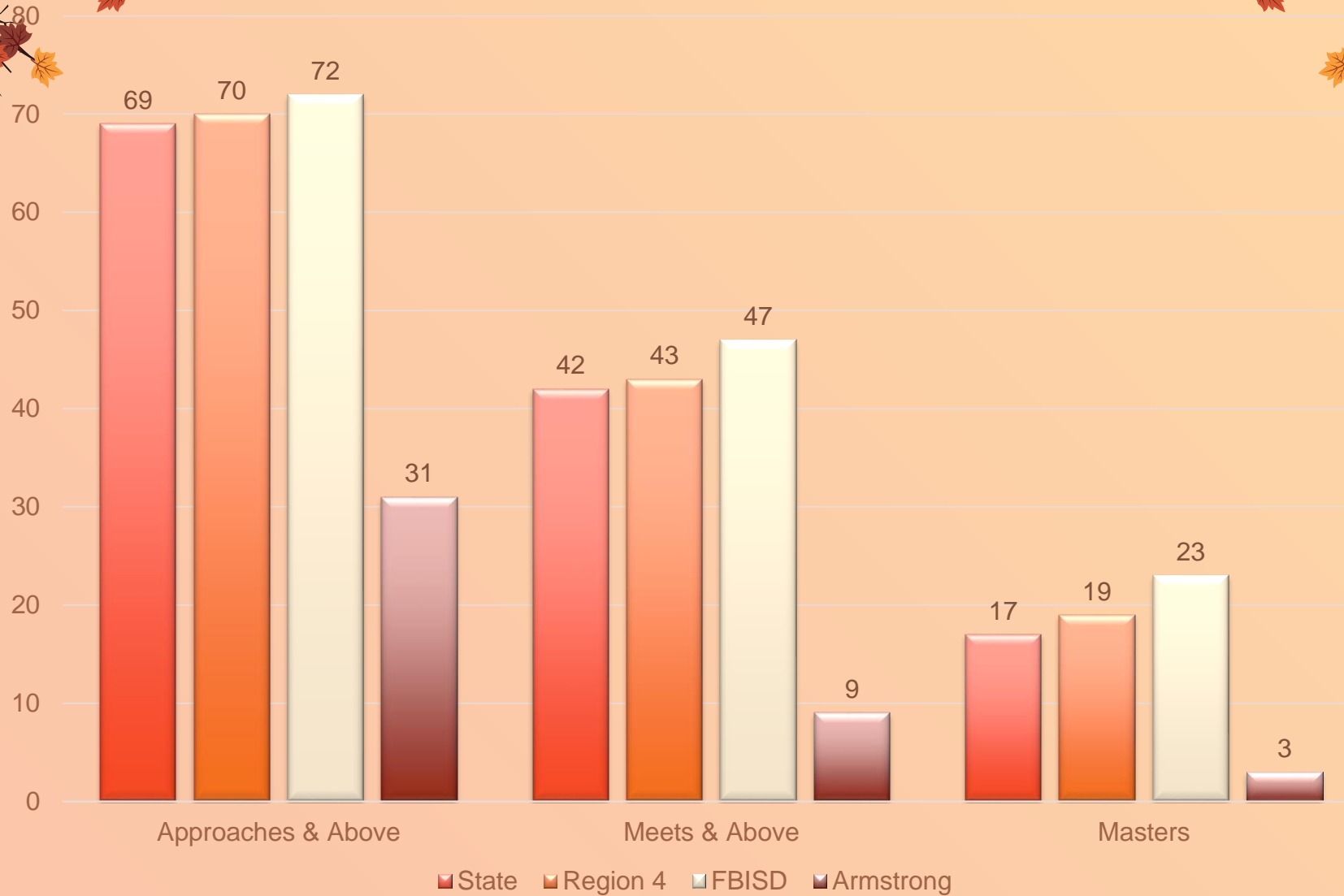
Mission

02

Campus Needs Assessment

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ELA Academic Achievement Data

	Approaches & Above	Meets & Above	Masters
State	74	53	22
Region 4	74	54	23
FBISD	81	62	29
Armstrong	62	32	10

Legend: ■State ■Region 4 ■FBISD ■Armstrong

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Math Academic Achievement Data

Approaches & Above
- State: 69
- Region 4: 70
- FBISD: 72
- Armstrong: 54

Meets & Above
- State: 42
- Region 4: 43
- FBISD: 47
- Armstrong: 30

Masters
- State: 17
- Region 4: 19
- FBISD: 23
- Armstrong: 7

Legend: State · Region 4 · FBISD · Armstrong

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Annual Growth

Prior Year	Low DNM	High DNM	Low Approaches	High Approaches	Meets Grade Level	Masters Grade Level	Total
Low DNM	36	16	8	2	0	0	62
High DNM	22	14	11	2	2	1	52
Low Approaches	9	10	10	5	6	0	40
High Approaches	1	9	8	13	17	0	48
Meets	1	1	6	9	27	8	52
Masters	0	0	2	2	10	10	24
Total	69	50	45	33	62	19	278

TELPAS Growth
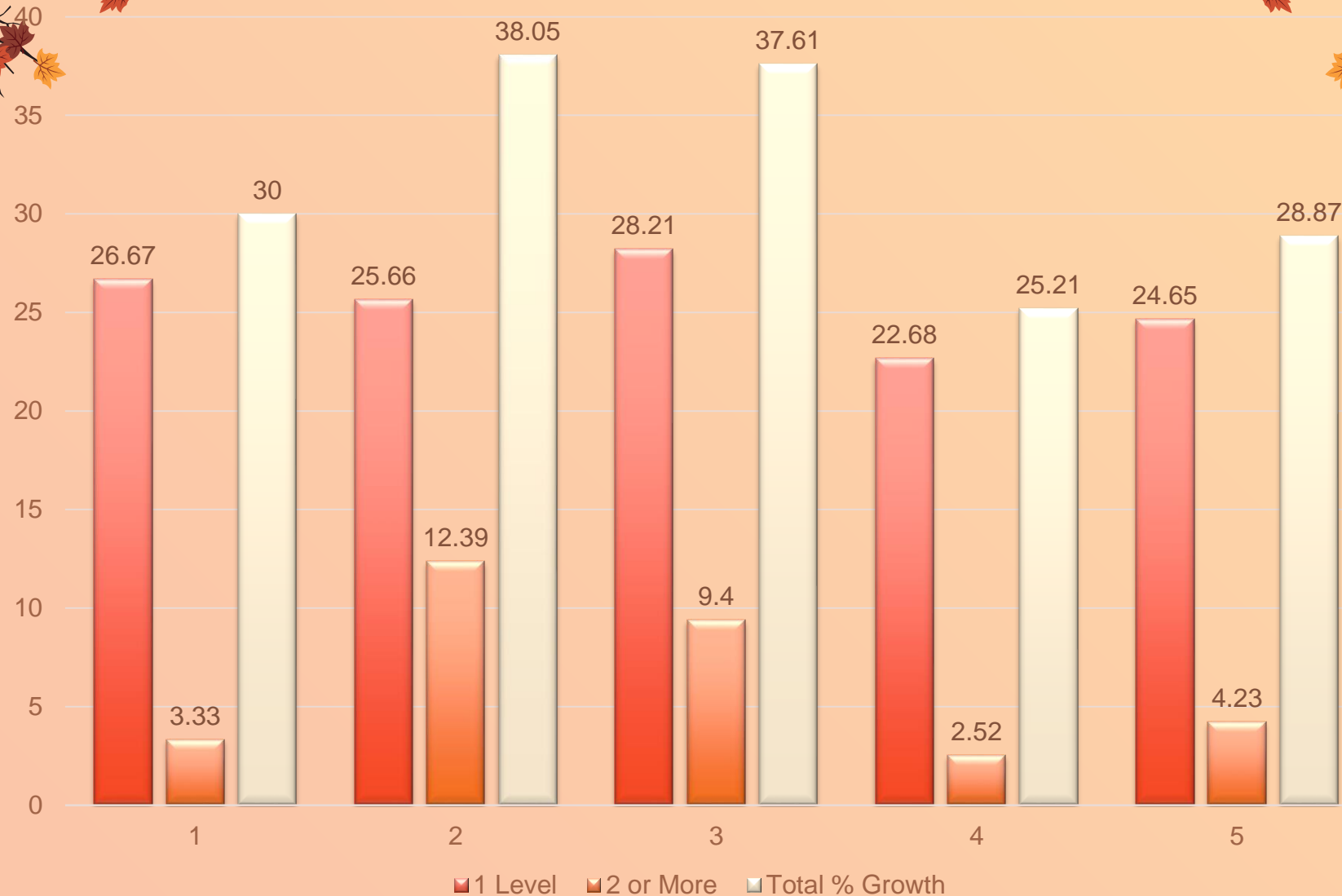
Legend: ■ 1 Level ■ 2 or More ■ Total % Growth

Group	1 Level	2 or More	Total % Growth
1	26.67	3.33	30
2	25.66	12.39	38.05
3	28.21	9.4	37.61
4	22.68	2.52	25.21
5	24.65	4.23	28.87

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2023 – 2024 School Rating

The Texas Education Agency (TEA) has now released the final 2024 Accountability Manual with the official A-F methodology for 2023-2024.

On Data Suite has updated the A-F calculations to align with the finalized approach. Please review the A-F update log for specifics on changes made. The current reports can reliably indicate expected A-F ratings, though final official ratings will still come from TEA after all data is certified.

Details Behind the Score

	Raw Score	Scaled Score	Weight % of Score	Weighted Points
STAAR Performance	30	56	100%	56
		Using STAAR Performance (100%) As your Score		56
		Student Achievement Domain Rating		F

Score

F

56 out of 100

# 03

Priority Problem Statements

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Demographics

#1

- Problem Statement
  - Several students did not make at least one-year's growth in content areas.
- Root Cause
  - Teachers inability to provide solid Tier 1 instruction.

#2

- Problem Statement
  - Several students did not make at least one-year's growth in content areas.
- Root Cause
  - Students with excessive absences and/or tardies were not present to receive Tiered instruction.
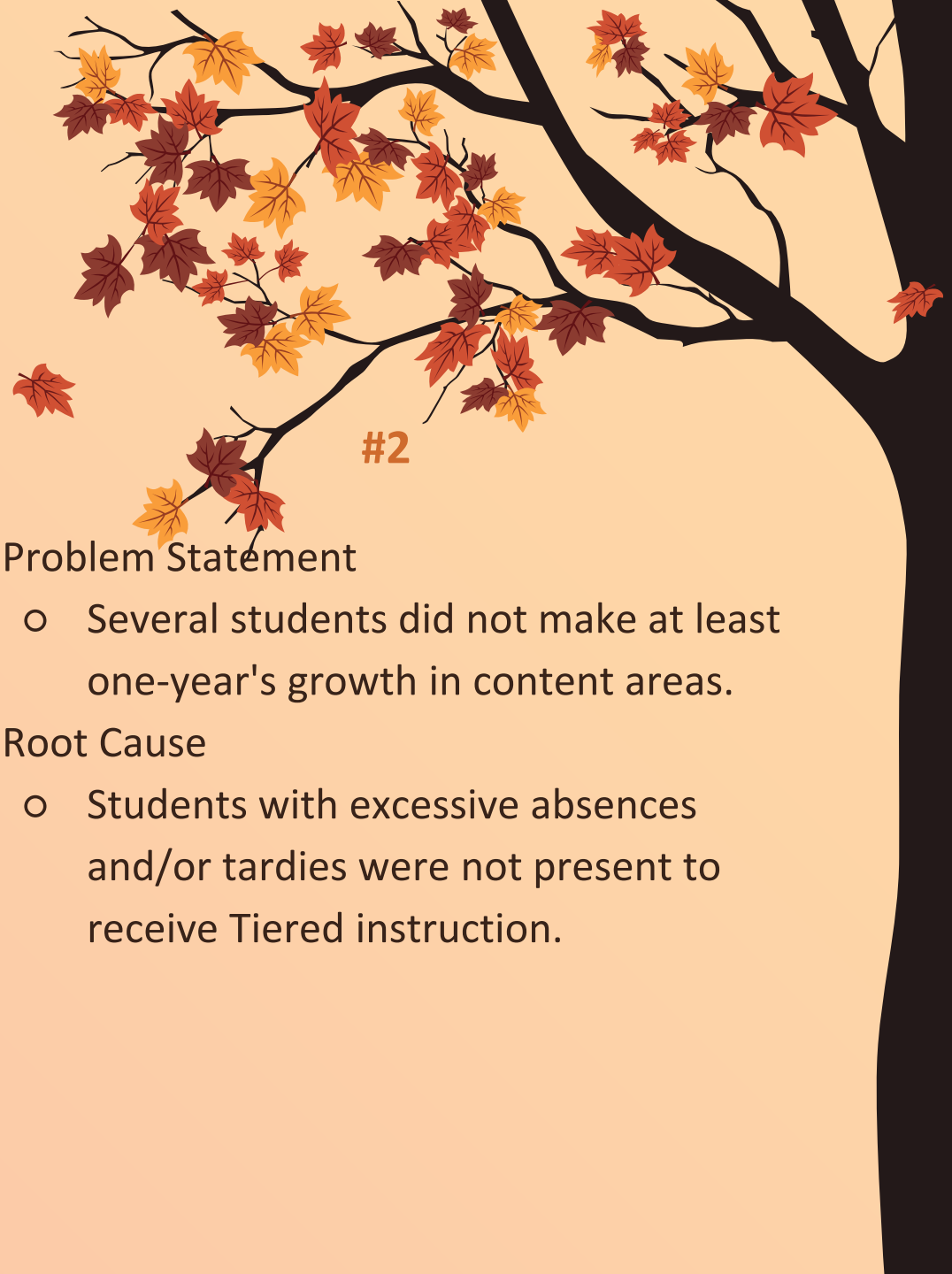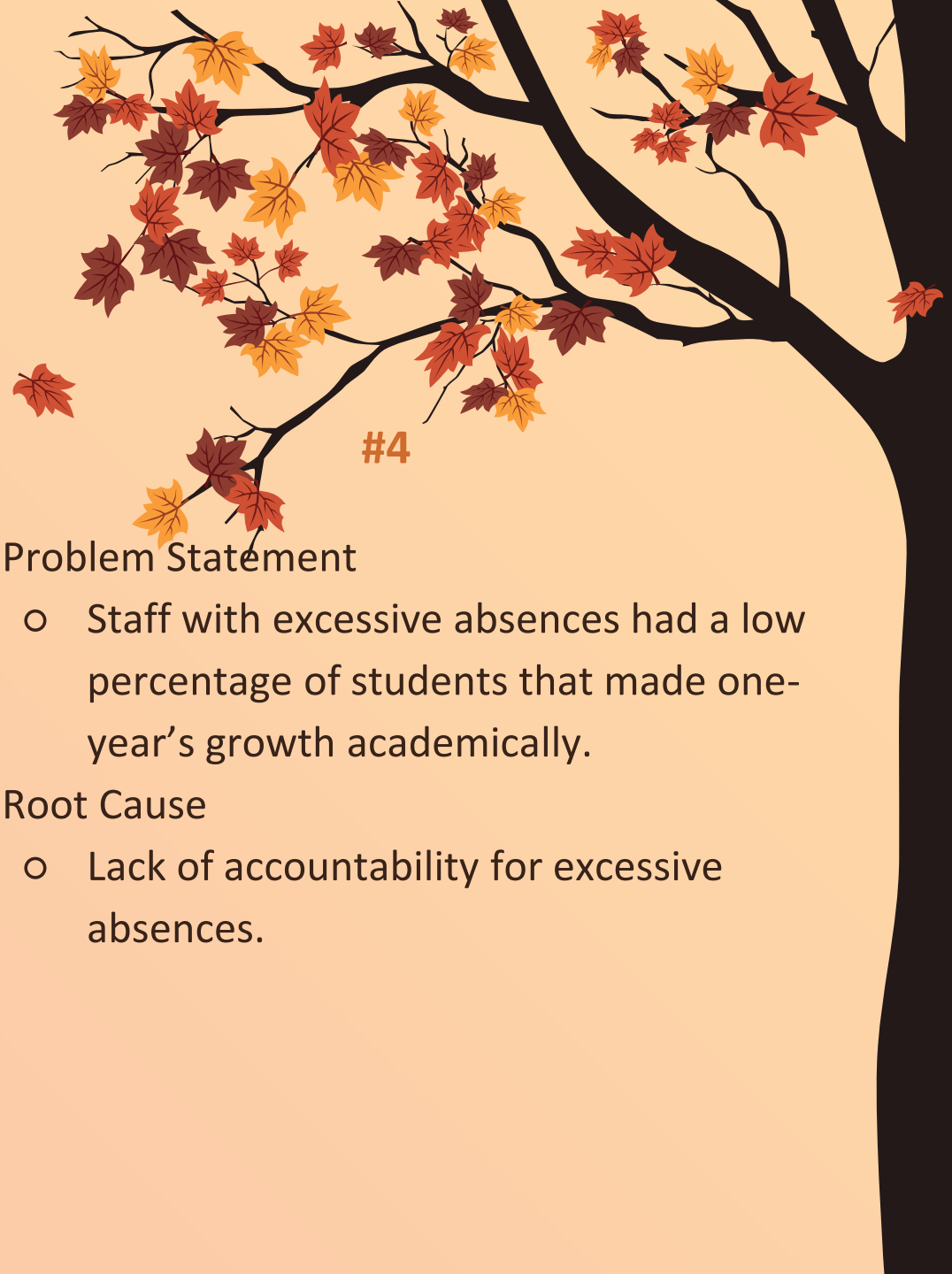
Demographics

#3

- Problem Statement
  - Students with excessive absences and/or tardies made limited to no growth academically.
- Root Cause
  - Lack of accountability for excessive absences and tardies

#4

- Problem Statement
  - Staff with excessive absences had a low percentage of students that made one-year's growth academically.
- Root Cause
  - Lack of accountability for excessive absences.

Demographics

- Problem Statement
  - Student behavior infractions increased significantly in all grade levels.
- Root Cause
  - Students were not held accountable for their own actions as we lacked Positive Behavior Interventions and Supports (PBIS) strategies and systems.

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Student Learning

#1

- Problem Statement
  - Several students in kindergarten through fifth either regressed or made less than one-year's growth in content subject areas.
- Root Cause
  - Lack of effective Tiered instruction.

#2

- Problem Statement
  - Several students did not make at least one-year's growth within a school year.
- Root Cause
  - Lack of rigor in instruction.

#3

- Problem Statement
  - Students are not performing on grade-level expectations in campus and district assessments.
- Root Cause
  - Students are lacking foundational skills in content areas.

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School Processes & Program Needs

- Problem Statement
  - Intermediate students do not have a close relationship with their teachers.
- Root Cause
  - Students are not being engaged during lessons.

Perception Needs

#1

- Problem Statement
  - Students' perception of adults listening to them, rules being fair, and feeling safe at school have declined.
- Root Cause
  - Staff members are not building relationships with students.

#2

- Problem Statement
  - Student discipline increased significantly as compared to previous school years.
- Root Cause
  - Lack of clear school-wide expectations, rewards and consequences.

04

Campus Improvement Plan

Happy Fall

Goal #1: Dr. Lynn Armstrong will provide a rigorous and relevant curriculum and deliver instruction that is responsive to all students.

- Performance Objective #1
  - By May 2025, Dr. Lynn Armstrong Elementary will improve the effectiveness of Tier 1 instruction in core content areas through the implementation of aligned curriculum, effective lesson plans, and progress monitoring as evidence through indicators of success.
- Indicators of Success
  - By January 2025 at least 60% of Dr. Lynn Armstrong's students will have at three-quarters growth from BOY to MOY as measured by campus and district assessments.
  - By May 2025, at least 75% of Dr. Lynn Armstrong's students will have at least one and a half year's growth from beginning-of-the-year (BOY) to end-of-the-year (EOY) as measured by campus and district assessments.

Strategies

Long-range Planning

Teachers will participate in long-range planning sessions for core content areas.

Observation & Feedback

Administrators and instructional coaches will conduct and document at least 5 observation and 2 feedback cycles each week.

Data-Driven Instruction (DDI)

Teachers will participate in on-going data PLCs where they will analyze student data and plan for possible adjustments to their Tier 1 instruction

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Goal #1: Dr. Lynn Armstrong will provide a rigorous and relevant curriculum and deliver instruction that is responsive to all students.

- Performance Objective #2
  - By May 2025, Dr. Lynn Armstrong Elementary will improve the effectiveness of Tier 2 and 3 instruction in reading and math through the implementation of aligned curriculum, effective lesson plans, and progress monitoring as evidence through indicators of success.
- Indicators of Success
  - By January 2025 at least 60% of Dr. Lynn Armstrong's students will have at three-quarters growth from BOY to MOY as measured by campus and district assessments.
  - By May 2025, at least 75% of Dr. Lynn Armstrong's students will have at least one and a half year's growth from beginning-of-the-year (BOY) to end-of-the-year (EOY) as measured by campus and district assessments.

Strategies

Accountability

Teachers will hold and document at least ten differentiated lessons (small guided/strategy or enrichment groups) each week.

Observation & Feedback

Administrators and instructional coaches will conduct and document at least 5 observation and 2 feedback cycles each week.

Data-Driven Instruction (DDI)

Teachers will participate in on-going data PLCs where they will analyze student data and plan for possible adjustments to their Tier 1 instruction

Goal #2: Dr. Lynn Armstrong will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

- Performance Objective #1
  - By May 2025, Dr. Lynn Armstrong will provide targeted support to improve school climate through the use of common and reliable behavior data to meet the needs of all students, including Tier 2 and 3 students with interventions and supports.
- Indicators of Success
  - By May 2025, Dr. Lynn Armstrong will decrease the percent of Skyward office referrals by 5%.

Strategies

Professional Learning

Staff members will be provided with PD at least once each 9 weeks on ensuring positive and productive classrooms to proactively prevent disruptive behaviors.

PBIS Committee

The Positive Behavior Positive Behavioral Interventions and Supports (PBIS) Committee will meet at least once a month to analyze behavior trends and make adjustments.

Goal #2: Dr. Lynn Armstrong will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

- Performance Objective #1
  - By May 2025, Dr. Lynn Armstrong will provide targeted support to improve attendance and school climate through the use of common and reliable data to meet the needs of all students and staff members with the use of intervention and supports.
- Indicators of Success
  - By May 2025, Dr. Lynn Armstrong will increase student attendance rates from 92% to 95%.
  - By May 2025, Dr. Lynn Armstrong will improve staff attendance rate by 5%.

Strategies

Student Attendance

Teachers will track and document student's attendance and part-teacher conferences for Tier 2 and 3 supports to begin the process of creating a Truancy Action Plan (TAP).

Attendance Committee

The Attendance Committee will track and document staff attendance through the use of ReadySub reports to provide support.

05

Upcoming Dates

Happy Fall

Dates

- Friday, November 15th
- Friday, December 6th
- Friday, February 7th
- Friday, May 16th

Thank you!

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Site Based Decision Making Committee

Meeting Date: October 3, 2024 at 7:45 a.m.

Dr. Lynn Armstrong Elementary

Committee Role	Name	Position	Signature
Parent	Sholi Brown	Parent	
Parent	Tachara Williams	Parent	
Parent	Zavo Tomes	Parent	Lan Tom.
Paraprofessional	Maria Ruiz	Parent Educator	Maria Ru;
Community Member	Jim Uschkrat	New Hope Lutheran Church	
Community Member	John Strader	Horizon Baptist Church	Absent
Community Member	Marie Abbott	First United Methodist Church Missouri City	Jeanne Medina
Paraprofessional	Priscilla Zapata	ADA Clerk	Priscilla Zapata
Paraprofessional	Diana Hirsch	Executive Assistant	Dianne Hirsch
Non-classroom Professional	Luz Virguez	Reading Interventionist	Luz Virguez
Non-classroom Professional	Tarisa Thompson	Reading Instructional Coach	
Non-classroom Professional	Deidre Buckhalter	Math Instructional Coach	Deidi Buchalter
Classroom Teacher	Becky Orr	Fifth Grade Teacher	BECky Orr
Classroom Teacher	Yoana Lee	Fourth Grade Bilingual Techer	Yodra Lee
Classroom Teacher	Susan Nandlal	Third Grade Teacher	Susan Nandlal
Classroom Teacher	Analis Carmenate	Second Grade Bilingual Teacher	
Classroom Teacher	Lina Triana	First Grade Bilingual Teacher	Lina Triana
Classroom Teacher	Nancy Reyna	Kindergarten Bilingual Teacher	NR
Classroom Teacher	Angela Ugalde	Kindergarten Teacher	aug
Classroom Teacher	Heidi Negron	Campus Support Specialist	
District-Level Representative	Thomas Negri	Assessment Coordinator	
District-Level Representative	Alysia Chatman	Assistant Principal	
Administrator	Nancy Sanchez	Principal	Nancy Sanchez
Administrator			

Odalys Ramirez
Jean Konrad
Priscill Clay Collier

SCK