

# **Fort Bend Independent School District**

## **Armstrong Elementary**

### **2025-2026 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: July 24, 2025

## Demographics

### Demographics Summary

Dr. Lynn Armstrong Elementary continues to serve a dynamic and diverse student population, with enrollment remaining consistent compared to the previous school year. As of the 2024–2025 school year, the campus is proud to serve 517 students, with the largest grade-level groups being third grade, first grade, and kindergarten.

Our school community reflects a rich cultural tapestry. Hispanic-Latino students represent just over 70% of the population, followed by Black-African American students at approximately 23%. Other ethnic groups, including White, Asian, American Indian-Alaskan Native, and students identifying as two or more races, further contribute to our school’s inclusive and vibrant environment.

More than half of our students are emergent bilinguals, and our bilingual education program remains a cornerstone of support. While the number of English as a Second Language (ESL) students has declined, our dual-language efforts remain strong and continue to reflect our commitment to multilingualism and academic equity.

### Student Population

	2022 - 2023 2023 – 2024				2024 – 2025	
	Count		Percent	Count	Percent	Count
Total	438		150.00%	517		100%
PK	-		8.433%	40		7.74%

	2022 - 2023	2023 – 2024			2024 – 2025
		Count	Percent	Count	Percent
Kinder		50	158052%	76	14.70%
1 <sup>st</sup> Grade		90	206325%	77	14.89%
2 <sup>nd</sup> Grade		73	109260%	64	12.38%
3 <sup>rd</sup> Grade		68	158053%	98	18.96%

	2022 - 2023	2023 – 2024			2024 – 2025
		Count	Percent	Count	Percent
4 <sup>th</sup> Grade		78	17.68%	81	15.67%
5 <sup>th</sup> Grade		79	18.06%	80	15.47%

	2022 – 2023	2023 – 2024		2024 – 2025		P e r c e n t
	Count	P e r c e n t	Count	P e r c e n t	Count	
Hispanic-Latino	324	7 3 . 9 7%	356	6 9 . 1 3%	364	7 0 . 4 1%
American Indian -Alaskan Native	2	0 . 4 6%	4	0 . 7 8%	3	0 . 5 8%
Asian	8	1 . 8 3%	14	2 . 7 2%	10	1 . 9 3%
Black-African American	88	2 0 . 0 9%	119	2 3 . 1 1%	119	2 3 . 0 2%
Native Hawaiian- Pacific Islander	1	0 . 2 3%	0	0 . 0 0%	0	0 . 0 0%

	2022 – 2023	2023 – 2024	2024 – 2025	
	Count	Percent Count	Percent Count	Percent
White	4	0.91% 7	1.36% 12	2.32%
Two-or-More	11	2.51% 15	2.91% 9	1.74%

The school proudly provides comprehensive support for a diverse group of learners, including many students receiving special education services—most often for learning differences. Encouragingly, the percentage of students qualifying for free or reduced meals has decreased for the third consecutive year, reaching its lowest level in over seven years, which may reflect improving economic conditions for many of our families. Additionally, the increased need for academic intervention services mirrors district and state trends, offering an opportunity for our school to further enhance targeted instructional supports and ensure all students continue to grow and thrive.

### Student Indicators

	2022 – 2023	2023 – 2024		2024 – 2025	
	Count	P e r c e n t  Count	P e r c e n t  Count	P e r c e n t  Count	P e r c e n t
At-risk	311	71.0%	373	72.43%	65.76%
Foster Care	2	0.46%	2	0.39%	0.39%
Intervention Indicator	28	6.39%	39	7.57%	19.34%
Economic Disadvantage Total	416	94.98%	460	89.32%	83.56%



	2022 – 2023	2023 – 2024	2024 – 2025	P e r c e n t
	Count	P e r c e n t  Count	P e r c e n t  Count	
Free Meals	397	90 . 6 4%  393	79 . 3 1%  353	68 . 2 8%
Reduced Meals	14	3 . 2 0%  26	5 . 0 5%  11	2 . 1 3%
Homeless Status Total	3	0 . 6 8%  12	2 . 3 3%  12	2 . 3 2%

### Student Programs

	2021 – 2022	2022 – 2023	2023 – 2024	2024-2025	
	Count	P e r c e n t Count	P e r c e n t Count	P e r c e n t Count	P e r c e n t
Dyslexia	28	6 . 3 5%32	7 . 3 1%43	8 . 3 5%43	8 . 3 5%
GT	4	0 . 8 8%6	1 . 3 7%5	0 . 9 7%5	. 9 7%
504	2	0 . 4 4%1	0 . 2 3%1	0 . 1 9%1	0 . 1 9%
SPED	66	1 4 . 4 4%61	1 3 . 9 3%83	1 6 . 1 2%83	1 6 . 1 2%
BIL	177	3 8 . 7 3%193	4 4 . 0 6%228	4 4 . 2 7%228	4 4 . 2 7%

	2021 – 2022	2022 – 2023	2023 – 2024	2024-2025	
	Count	P e r c e n t  Count	P e r c e n t  Count	P e r c e n t  Count	P e r c e n t
ESL	52	11 · 3 8%	9 · 3 6%	7 · 7 7%	7 · 7 7%

During the 2024–2025 school year, the campus saw an increase in student discipline referrals, particularly Level 1 referrals in the second semester. This presents a valuable opportunity to explore the underlying factors contributing to student behavior and to strengthen our proactive, school-wide approaches that support positive behavior and social-emotional learning.

While infractions reported in Skyward decreased during the latter half of the year, we identified areas for continued focus. Most Level 2 and 3 behaviors were effectively documented by homeroom teachers; however, some incidents occurred during outclass periods and may benefit from additional support and consistent documentation. Notably, a pattern of increased behavioral concerns was observed midweek, particularly on Tuesdays and Wednesdays—providing useful insight as we plan targeted interventions and supports.

### Student Discipline in Skyward by Grade Level

	2021 – 2022	2022 – 2023	2023 – 2024	2024-2025
	Count	Count	Count	Count
<b>TOTAL</b>	25	31	106	133
<b>PK</b>	-	-	4	0
<b>Kinder</b>	1	1	6	82
<b>1<sup>st</sup> Grade</b>	11	2	54	5
<b>2<sup>nd</sup> Grade</b>	4	5	0	8
<b>3<sup>rd</sup> Grade</b>	0	13	30	1
<b>4<sup>th</sup> Grade</b>	1	5	7	36
<b>5<sup>th</sup> Grade</b>	7	5	5	7

	2021 – 2022	2022 – 2023	2023 – 2024	2024-2025
	Count	Count	Count	Count
<b>Bullying</b>	0	1	0	1
<b>Bus Misconduct</b>	0	1	3	8
<b>Computer/Tech Misuse</b>	0	0	2	2
<b>Cyber Bullying</b>	1	0	0	0
<b>Derogatory Statement</b>	1	0	0	0
<b>Disruptive Behavior</b>	12	2	35	34
<b>Disrupting Educational Environment</b>	1	0	43	1
<b>Fighting/Mutual Contact</b>	2	6	0	0
<b>Inappropriate Physical Contact</b>	1	6	19	26
<b>Possession of Marijuana/ Vaping w THC</b>	1	0	0	2
<b>Profanity</b>	0	1	0	18
<b>Serious Offense</b>	0	1	3	0
<b>Severe Bullying</b>	1	0	0	0
<b>Referral Dismissed</b>	2	4	0	27
<b>Open Teacher Referral</b>	3	9	0	0

Staff attendance was carefully monitored through ReadySub, with job-related absences such as professional development and district meetings excluded from the total. During the 2024–2025 school year, the campus recorded 1,000 staff absences, a higher number than in previous years. This increase highlights the importance of continued focus on wellness and support for our educators.

The second grade and special education teams experienced the highest number of absences, totaling 219. It's also worth noting that an additional 80 absences, related to a special education

teacher who transitioned out of the district, were not included in the ReadySub system. As we move forward, this data provides valuable insight that will help guide efforts to strengthen staff support systems and maintain continuity of instruction across all grade levels.

### Staff Attendance

	2022 – 2023	2023 – 2024	2024 - 2025
<b>TOTAL</b>	461	562	1141
<b>Pre-K</b>	-	44	49
<b>Kinder</b>	26	18	48
<b>1<sup>st</sup> Grade</b>	25	24	23
<b>2<sup>nd</sup> Grade</b>	29	83	142
<b>3<sup>rd</sup> Grade</b>	31	16	23
<b>4<sup>th</sup> Grade</b>	33	15	49
<b>5<sup>th</sup> Grade</b>	39	107	28
<b>SPED</b>	79	112	482
<b>Outclass</b>	40	12	24
<b>Support</b>	105	72	128
<b>Front Office</b>	36	43	99
<b>Leadership</b>	18	16	46

### Demographics Strengths

Armstrong Elementary is proud to celebrate our growing diversity, which enriches learning and fosters cultural understanding. Our inclusive approach supports all students, including those receiving special education services, by creating opportunities for collaboration and differentiated instruction within general education settings.

We're also excited to share that our intermediate students met the district's attendance goal—an achievement made possible through the dedication of students, families, and staff. Additionally, student attendance improved during the final nine weeks, reflecting increased engagement and commitment.

Together, we continue to build a welcoming, supportive community where every student is empowered to learn, grow, and succeed.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 186 eligible students participated in the 2025 TELPAS assessment, the data reveals a need for targeted improvement in English language proficiency growth. While 48% of students demonstrated growth of at least one proficiency level, 47% showed no progress, and 3.5% regressed.

**Root Cause:** In review of TELPAS assessment results suggests that inconsistent language development among emergent bilingual students may stem from several underlying factors. A key root cause appears to be the limited differentiation and targeted language instruction within core content areas, which may not consistently address the specific needs of students at varying proficiency levels.

**Problem Statement 2:** Student Attendance: Students with excessive absences and/or tardies made limited to no growth academically.

**Root Cause:** Lack of accountability for excessive absences and tardies.

# Student Learning

## Student Learning Summary

### Student Learning Summary Based on STAAR Data (Grades 3-5)

This summary provides an overview of student performance on the 3rd-5th grade STAAR assessments for a total of 226 students. The data is broken down by subject area and achievement level to identify key strengths and areas for future instructional focus.

#### Reading/Language Arts (ELA) Performance

The ELA data shows strong foundational performance with a solid base of students meeting or exceeding grade-level standards.

- **Approaches Grade Level or Above:** 73% of students demonstrated a sufficient understanding of the ELA curriculum. This indicates that a large majority of students are on a positive trajectory toward meeting state expectations.
- **Meets Grade Level or Above:** 44% of students showed a deeper understanding of the ELA content, demonstrating the ability to apply their knowledge and skills.
- **Masters Grade Level:** 12% of students achieved the highest level of performance, demonstrating a comprehensive mastery of the ELA curriculum.

#### Mathematics Performance

The Math data indicates a need for targeted intervention and a focus on raising the level of rigor to increase the number of students who meet or master grade-level standards.

- **Approaches Grade Level or Above:** 63% of students demonstrated a basic understanding of the math curriculum. While a majority of students are at this level, it is a lower percentage compared to ELA.
- **Meets Grade Level or Above:** 37% of students showed a deeper understanding of the math content. This is a significant area for growth and indicates a need to move students from the "Approaches" to the "Meets" level.
- **Masters Grade Level:** 15% of students achieved the highest level of performance, which is a positive indicator. The goal is to build upon this foundation and increase this number.

#### Key Takeaways & Areas for Growth

##### Strengths:

- A strong majority of students are performing at or above the "Approaches" level in ELA, showing that the core curriculum and foundational skills are being effectively taught and learned.
- The number of students achieving "Masters" level in Math is a positive sign of high-level instruction and student engagement for a portion of the student body.

##### Areas for Growth:

- **Increasing Deeper Understanding in Math:** A primary focus should be on instructional strategies that move students from "Approaches" to "Meets" in mathematics. This suggests a need for more application-based problem-solving, critical thinking, and higher-level conceptual understanding.
- **Boosting "Meets" and "Masters" in Both Subjects:** While ELA performance is strong at the "Approaches" level, there is a clear opportunity to increase the number of students who are achieving the higher "Meets" and "Masters" levels in both subjects. This could involve enriching the curriculum and providing more advanced challenges for students who have already demonstrated proficiency.

The data suggests a need to implement instructional strategies that not only support students who are struggling but also challenge those who are ready for a higher level of rigor.

## MAP Data Analysis (Review with Addendums)

This section provides a summary of performance trends and key factors for each grade level based on the provided NWEA MAP data.

### 5th Grade

- **Noticing:** Students in both classes (regular and bilingual) showed growth from BOY to MOY, but a decrease from MOY to EOY, which affected overall growth. The ELA, Math, and Science STAAR tests, administered from mid to late April, along with three MAP tests in May, may have contributed to student mental exhaustion.
- **Action Steps:** Increase student time in supplemental programs like IXL and DreamBox. Provide teachers with professional development on problem-on solving and maximizing student growth through small group instruction.

### 4th Grade

- **Noticing:** In regular classes, the A.M. class's average percentile increased consistently, while the P.M. class decreased significantly from MOY to EOY. Students in lower achievement percentiles showed less growth. In dual language classes, the growth percentile for both classes increased throughout the year.
- **Considerations:** A significant number of teacher absences and student behavioral challenges impacted performance. This was the first year teaching 4th grade for the regular class teacher.
- **Action Steps:** Provide professional development for all grade levels on using intervention to bridge gaps for students below grade level.

### 3rd Grade

- **Noticing:** A.M. classes showed consistent percentile increases, while P.M. classes in both regular and dual language saw drops or little to no growth for lower-achieving students. This was the first year teaching 3rd grade for both the regular and dual language teachers.
- **Action Steps:** Provide professional development for all grade levels on using intervention to bridge gaps for students below grade level. In dual language, the one-way program will be implemented in the 2025-2026 school year.

### 2nd Grade

- **Noticing:** A.M. classes saw a decrease in average percentile throughout the year, while P.M. classes remained about the same. In dual language, the average percentile for the A.M. class decreased from BOY to MOY but recovered by EOY, while the P.M. class saw a decrease throughout the year.
- **Contributing Factors:** The teachers were new to 2nd grade. The regular class was without a consistent teacher from mid-April to the end of the year, with challenging student



behaviors.

- **Action Steps:** Provide professional development for all grade levels on using intervention to bridge gaps for students below grade level.

## 1st Grade

- **Noticing:** In regular classes, the A.M. class percentile decreased, while the P.M. class remained consistent. Over half of the P.M. class and one-third of the A.M. class achieved 1.5 years of growth. In dual language, the average class percentile increased throughout the year, with over half the students in both classes achieving 1.5 years of growth.
- **Considerations:** Majority of dual language students entered first grade well below grade level but showed significant growth.
- **Action Steps:** Provide professional development for all grade levels on using intervention to bridge gaps for students below grade level.

## Kindergarten

- **Noticing:** Both self-contained classes saw a decrease in average percentile throughout the year. In dual language, both classes saw a decrease from BOY to MOY but recovered by EOY. Less than half of students in all Kindergarten classes achieved one-year growth.
- **Contributing Factors:** Significant behavioral challenges and teachers switching from other grade levels/subjects contributed to the decrease in class percentile.
- **Action Steps:** Provide professional development for all grade levels on using intervention to bridge gaps for students below grade level.

## Science

- **Noticing:** Overall, a common trend across grades 3-5 was a drop in average class percentile from MOY to EOY. This was particularly noticeable in the regular 5th grade and 3rd grade classes. However, 5th-grade bilingual students showed significant growth from MOY to EOY.
- **Contributing Factors:** The new curriculum adoption, new teachers to grade levels, and the large number of assessments in April and May were identified as contributing factors. The lack of a Spanish-language MAP test for science for bilingual students was also a key consideration.
- **Action Steps:** Teachers will engage in additional science professional learning to support instruction and ensure all students grow academically.

## Student Learning Strengths

- **Reading/Language Arts (ELA):** A strong majority of students (73%) are performing at or above the "Approaches Grade Level," which indicates that foundational skills and the core curriculum are being effectively taught.
- **Mathematics:** The percentage of students achieving "Masters Grade Level" is a positive sign of high-level instruction and engagement for a portion of the student body.



### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Student academic growth is inconsistent, with a widespread decline from MOY to EOY, especially in Math and Science. Many students fail to progress from "Approaches" to "Meets" on STAAR and are not meeting their growth goals on MAP. Key indicators include low Math performance, MOY to EOY score drops in upper grades, and struggles in Kindergarten growth.

**Root Cause:** The inconsistent academic growth is rooted in instructional instability due to new teachers and absences, high-volume end-of-year testing that caused student burnout, and ineffective intervention structures. These issues are compounded by new curricula and a lack of targeted professional development, which created instructional gaps, particularly for newcomer and dual-language students.

# School Processes & Programs

## School Processes & Programs Summary

Armstrong Elementary has implemented a comprehensive framework for its school processes and programs. This includes establishing Professional Learning Communities (PLCs) and defining a clear curriculum and instructional model. The school provides various support services and has clear definitions for leadership roles and responsibilities. Staffing for each grade level is determined by district demographic data to maintain an appropriate teacher-to-student ratio. The school also assigns team leaders to every grade level, Special Education, Outclass, and Support Teams. Additionally, established processes govern daily operations, including enrollment, front office procedures, student dismissal, discipline, recess, and school nurse responsibilities. The school also organizes and manages extracurricular activities and various meetings.

## Professional Development

At Armstrong Elementary in FBISD, professional development is a continuous process that is provided throughout the year. The training is specifically tailored to different job roles to help staff members build capacity in their respective positions. Additionally, Instructional Coaches at the school provide a variety of professional learning opportunities that are based on the specific needs of the campus.

## Curriculum and Instruction

At Armstrong Elementary, FBISD provides a rigorous curriculum which is accessed through the Schoology platform. The school employs a collaborative approach through weekly Professional Learning Community (PLC) meetings. During these sessions, which include all grade levels and Special Education teachers, the Instructional Leadership Team (ILT) provides on-the-spot coaching and support. Teachers "at-bat" lessons in a practice-oriented environment, and the lessons are then differentiated based on the specific needs of each student within the class. Additionally, following every unit assessment, the ILT and teachers engage in Data-Driven Instruction to review student performance and inform future instructional decisions.

## Extracurricular Opportunities

Based on the information provided, Armstrong Elementary offers a variety of extracurricular activities for its students. These opportunities include participation in the honor choir and art club for students interested in the arts. For those with an athletic interest, there is a running club. Additionally, students can join academic and service-oriented organizations such as the National Elementary Honor Society, Safety Patrol, a domino club, and a UIL club.

## Instructional Leadership Team (ILT)

The Instructional Leadership Team (ILT) at Armstrong Elementary, consisting of the principal, assistant principal, ELA instructional coach, and math instructional coach, collaborates weekly to plan observations and face-to-face feedback sessions. The team even practices these feedback sessions through role-playing to prepare for working with resistant or struggling teachers.

To guide instruction and monitor progress, the ILT has created an assessment calendar for reading and math in grades 3-5, which includes various checkpoints. Teachers use both campus and district assessments to track student growth and achievement. The ILT facilitates data-driven Professional Learning Community (PLC) meetings where teachers analyze this data and adjust their instructional practices.

Based on observations and data, the ILT provides teachers with timely, direct feedback focused on high-leverage areas of instruction and teacher/student achievement goals. This feedback process is supported by a specific protocol to ensure a focused and effective conversation.

### **School Processes & Programs Strengths**

Armstrong Elementary demonstrates a strong commitment to a comprehensive and collaborative educational environment. The school has established a robust framework for its processes and programs, which includes clearly defined leadership roles, operational procedures, and a collaborative structure. A key strength lies in its approach to professional development, which is a continuous process that is tailored to specific job roles and campus needs. The Instructional Leadership Team (ILT), comprised of the principal, assistant principal, and ELA and math instructional coaches, provides regular coaching, support, and timely, direct feedback to teachers.

The school's instructional model is notably data-driven and collaborative. The ILT has developed an assessment calendar for reading and math in grades 3-5 to monitor student achievement. Teachers and the ILT engage in weekly Professional Learning Community (PLC) meetings where they practice lessons and analyze student data to make informed adjustments to their instruction. To further enrich the student experience, Armstrong Elementary offers a wide range of extracurricular activities, providing opportunities in the arts, athletics, academics, and service. This holistic approach ensures students have diverse opportunities for growth and development beyond the core curriculum.



### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** While Armstrong Elementary has established a strong foundation for collaborative leadership, data-driven instruction, and ongoing professional development, a significant challenge remains in ensuring that the insights gained from data analysis and instructional coaching are consistently and effectively translated into differentiated classroom instruction that meets the diverse learning needs.

**Root Cause:** 1.Inconsistent Use of Data to Drive Differentiation 2.Limited Monitoring of Instructional Implementation 3.Lack of Targeted Support for Subgroups

# Perceptions

## Perceptions Summary

### Title 1 Family Engagement Survey

In April 2025, the district sent Armstrong Elementary families a unique link to complete the annual Title I Family Engagement Survey. Despite multiple email reminders sent by both the district and our campus, as well as flyer distribution efforts—including personal outreach during afternoon carpool—41 families completed the survey. This is one response fewer than last year's total. On May 23, 2025, members of the Title I Parent Advisory Council (TPAC) met to review and discuss the survey results, including the top three “glows” and “grows” identified through the feedback.

#### Glows

1. Welcoming Environment: Parents shared that they feel welcomed when they visit the school and appreciated the friendly and helpful front office staff.
2. Communication with the School: Families noted consistent and clear communication from Principals and Parent Educator through newsletters, flyers and Emails.
3. Family Events and Activities: Parents enjoyed the variety of school events offered throughout the year, such as Literacy Night & Math and Science Curriculum night, which made them feel more connected to the school community.

#### Grows

1. More Flexible Meeting Times: Some parents requested additional meeting options in the evening or virtually, as work schedules can make attending school events or meetings during the day difficult.
2. Improved Communication with Teachers: Parents expressed a desire for more frequent updates on their child's academic progress. Additionally, they would like more timely responses when reaching out to teachers, ideally within a reasonable timeframe.
3. Increased Academic Support Resources: Parents want more workshops or resources to help support their children academically at home, particularly in reading and math.

## Student Survey

The Elementary Student Engagement Survey was conducted on April 4, 2025, 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 thought that rules were fair at school or felt safe at school.

### **Perceptions Strengths**

Armstrong Elementary demonstrated several key strengths in student engagement among third through fifth grade students. One notable improvement was a decrease of 4% to 10% in the number of students arriving unprepared for school, indicating better student readiness and responsibility. Despite most students reporting they spend one hour or less on homework, a significant portion (25%) reported dedicating two to three hours, reflecting a commitment to academic tasks.

In terms of emotional engagement, there were positive gains in teacher-student relationships, peer support, and family support of learning, with increases ranging from 1.8% to 4.5%. These improvements suggest a stronger sense of connection and support within the school community. Additionally, around 80% of fifth-grade students reported feeling safe at school and believed that school rules were fair.

Overall, the survey highlights Armstrong's strengths in fostering a supportive learning environment, improving student preparedness, and strengthening relationships among students, families, and staff.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The current frequency and responsiveness of teacher-parent communication do not fully meet families' expectations, which may hinder parents' ability to support their children's learning effectively at home.

**Root Cause:** Lack of clarity for expectations on how and when teachers should communicate academic progress to families.

# Priority Problem Statements

**Problem Statement 1:** Student academic growth is inconsistent, with a widespread decline from MOY to EOY, especially in Math and Science. Many students fail to progress from "Approaches" to "Meets" on STAAR and are not meeting their growth goals on MAP. Key indicators include low Math performance, MOY to EOY score drops in upper grades, and struggles in Kindergarten growth.

**Root Cause 1:** The inconsistent academic growth is rooted in instructional instability due to new teachers and absences, high-volume end-of-year testing that caused student burnout, and ineffective intervention structures. These issues are compounded by new curricula and a lack of targeted professional development, which created instructional gaps, particularly for newcomer and dual-language students.

**Problem Statement 1 Areas:** Student Learning

# 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## **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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data



- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Communications data


# Goals






**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 1:** By the end of the 2025-2026 school year, the percentage of students in Grades 3-5 who achieve "Meets Grade Level or Above" on the STAAR Math assessment will increase from 37% to 50%.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Data-Driven Instruction Cycle</b>            Conduct weekly formative assessments. Use quick checks, exit tickets, and whiteboard activities to get a real-time pulse on student understanding.</p> <p>Analyze interim assessment data collaboratively. Grade-level teams will meet after each benchmark or interim assessment to analyze data, identify common misconceptions, and adjust their lesson plans and small-group instruction accordingly.</p> <p>Track student progress toward the goal. Monitor the progress of the 29 students targeted to move to the "Meets" category and provide individualized support and encouragement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Impact: Students will receive instruction that is directly aligned with their learning needs, as teachers can identify and address weaknesses more quickly. This proactive approach prevents small misunderstandings from becoming significant gaps.</p> <p>Teacher Impact: Teachers will become more proficient in analyzing data to inform their instruction. Collaborative data analysis will foster a shared responsibility for student outcomes across grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration: Will facilitate and lead grade-level data meetings, ensuring that teams are effectively using assessment results to make instructional decisions.</p> <p>Instructional Coaches: Will support teachers in disaggregating data, identifying trends, and creating targeted instructional plans.</p> <p>Teachers: Will be responsible for collecting and bringing student data to meetings and implementing the instructional changes decided upon by the team.</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			

Strategy 2 Details	Reviews			
<p><b>Strategy 2: Targeted Small-Group Intervention</b> Implement a weekly schedule for small-group instruction. Teachers will pull small groups of students (3-5 students) who are performing at the "Approaches" level.</p> <p>Focus on readiness standards. Use diagnostic data to identify the most significant skill gaps and dedicate intervention time to re-teaching key readiness standards.</p> <p>Utilize hands-on manipulatives. Use concrete materials and visual models to solidify conceptual understanding before moving to abstract procedures. This helps students move beyond just knowing how to solve a problem to understanding why the process works.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Impact: A direct increase in the number of students moving from the "Approaches" to the "Meets" category. Students will develop a stronger conceptual foundation, close specific skill gaps, and gain confidence in their mathematical abilities. This intervention aims to directly address the 29 students needed to meet the objective.</p> <p>Teacher Impact: Teachers will gain a deeper understanding of individual student needs and common misconceptions, allowing them to provide more precise and effective instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches/Math Specialists: Will regularly observe small-group sessions, provide feedback to teachers, and assist with developing differentiated materials.</p> <p>Campus Administration (Principal, Assistant Principal): Will review lesson plans for intervention groups, observe instruction, and analyze student progress data from these groups during data meetings.</p> <p>Classroom Teachers: Will be responsible for daily monitoring of student engagement and progress within their small groups, using formative assessments to adjust instruction.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Moderate Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 1 Problem Statements:

Student Learning


**Problem Statement 1:** Student academic growth is inconsistent, with a widespread decline from MOY to EOY, especially in Math and Science. Many students fail to progress from "Approaches" to "Meets" on STAAR and are not meeting their growth goals on MAP. Key indicators include low Math performance, MOY to EOY score drops in upper grades, and struggles in Kindergarten growth. **Root Cause:** The inconsistent academic growth is rooted in instructional instability due to new teachers and absences, high-volume end-of-year testing that caused student burnout, and ineffective intervention structures. These issues are compounded by new curricula and a lack of targeted professional development, which created instructional gaps, particularly for newcomer and dual-language students.


**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities





**Performance Objective 2:** By the end of the 2025-2026 school year, the percentage of students in Grades 3-5 who achieve "Meets Grade Level or Above" on the STAAR ELA assessment will increase from 44% to 55%. This will be accomplished through the implementation of targeted literacy strategies, including small-group reading instruction focused on textual analysis and inference, and the integration of advanced vocabulary and complex texts into daily lessons.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p><b>Strategy 1:</b> Strategy: Frequent Practice with Constructed Responses</p> <p>Description: The STAAR ELA test includes both short and extended constructed response questions. Students will receive consistent practice with these question types throughout the year. Teachers will provide explicit instruction and model how to formulate a claim, support it with relevant and specific text evidence, and explain their reasoning using academic language. A clear rubric will be used to provide targeted feedback on organization, development of ideas, and conventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Result/Impact:</p> <p>Student Impact: Students will become proficient in writing concise, well-supported responses that meet the specific demands of the STAAR assessment. This will directly contribute to an increase in scores at the "Meets" and "Masters" levels.</p> <p>Teacher Impact: Teachers will have a clear, data-driven method for assessing students' writing skills and identifying common errors in their constructed responses, allowing for highly targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring:</p> <p>Instructional Coaches/Literacy Specialists: Will support grade-level teams in scoring student responses, norming their grading, and identifying areas for reteaching.</p> <p>Campus Administration: Will review student constructed responses and feedback to ensure consistency and rigor in grading practices across the campus.</p> <p>Classroom Teachers: Will be responsible for scoring student responses and providing specific feedback. They will use this data to inform future instruction and adjust their lesson plans.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	 <p>Moderate Progress</p>			

Strategy 2 Details		Reviews			
<b>Strategy 2: Strategy: Deeper Textual Analysis through Close Reading</b> Description: Implement a structured close reading process across all ELA classes. This involves students rereading complex texts with a specific purpose (e.g., analyzing an author's craft, identifying text evidence for an inference, or determining a central idea). Teachers will model "thinking aloud" to demonstrate the cognitive processes involved in deep comprehension and textual analysis.  <b>Strategy's Expected Result/Impact:</b> Student Impact: Students will move beyond surface-level reading to develop a deeper understanding of complex texts. They will become more skilled at making inferences, citing text evidence, and analyzing literary and informational text structures, which are critical skills for reaching the "Meets" and "Masters" levels.  Teacher Impact: Teachers will gain a more precise understanding of student comprehension strengths and weaknesses, allowing them to provide more targeted feedback and instructional support. <b>Staff Responsible for Monitoring:</b> Instructional Coaches/Literacy Specialists: Will provide professional development, co-teach lessons, and observe for consistent implementation of close reading protocols.  Campus Administration: Will conduct classroom walkthroughs to look for evidence of close reading strategies in practice (e.g., students annotating texts, engaging in text-based discussions).  Classroom Teachers: Will monitor student work, such as annotations and written responses, to gauge understanding and adjust instruction daily.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			


 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 2 Problem Statements:






Student Learning
<b>Problem Statement 1:</b> Student academic growth is inconsistent, with a widespread decline from MOY to EOY, especially in Math and Science. Many students fail to progress from "Approaches" to "Meets" on STAAR and are not meeting their growth goals on MAP. Key indicators include low Math performance, MOY to EOY score drops in upper grades, and struggles in Kindergarten growth. <b>Root Cause:</b> The inconsistent academic growth is rooted in instructional instability due to new teachers and absences, high-volume end-of-year testing that caused student burnout, and ineffective intervention structures. These issues are compounded by new curricula and a lack of targeted professional development, which created instructional gaps, particularly for newcomer and dual-language students.

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By the end of the 2025-2026 school year, staff and students will report a more positive school climate. This will be measured by an increase in the annual Campus Climate and Engagement Survey results from a baseline of 75% to 85% for positive responses regarding feelings of being valued, respected, and professionally supported.


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strategy 1: Empower the Sunshine Committee to lead culture-building initiatives.  Description: The existing Sunshine Committee will be expanded to serve as the campus culture team. In addition to planning events, the committee will be empowered to lead initiatives that promote a positive climate and professionalism. This will include creating formal "staff shout-out" opportunities via TEAMS and Schoology, recognizing professional accomplishments, and developing a clear system for peer-to-peer appreciation. The committee will also be responsible for developing and implementing a student recognition program.  <b>Strategy's Expected Result/Impact:</b> Expected Result/Impact: Staff will feel more valued and professionally supported, as recognition becomes a regular and structured part of the school culture. Empowering a pre-existing committee will create immediate buy-in and a clear channel for improving staff morale. Students will feel more inspired and recognized for their positive contributions to the school community.  <b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring: The Principal and Assistant Principals will be responsible for overseeing the Sunshine Committee's progress. A designated administrative staff member will assist the committee with logistics and budget.	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			








Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strategy 2: Implement a professional development series on positive interactions and restorative practices.</p> <p>Description: The school will provide professional development focused on restorative practices and effective communication skills. This training will equip staff with the tools to handle student discipline and conflict in a way that fosters respect and accountability, rather than relying solely on punitive measures. The school will utilize Schoology as a resource hub for all training materials and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Result/Impact: This training will equip staff to create a more supportive and respectful learning environment. This will directly contribute to a stronger sense of trust between students and teachers, leading to more positive survey results regarding school climate and feelings of safety and respect.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring: The Principal and Assistant Principals will monitor this strategy through classroom walk-throughs and by reviewing student behavior data for trends.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Moderate Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.







**Performance Objective 2:** By the end of the 2025-2026 school year, parent and guardian engagement will increase by 15% from the previous year's baseline. This will be measured by a composite of increased attendance at parent-teacher conferences, campus-wide family engagement events (e.g., Family Math/Literacy Night), and a higher rate of positive responses on the parent section of the annual campus survey regarding school communication and inclusiveness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategy 1: Leverage existing communication tools for a targeted and proactive communication plan.</p> <p>Description: The school will create a comprehensive communication plan that uses your existing tools--Class Dojo, TEAMS, Schoology, Call Outs, Instagram, and TikTok--to serve specific purposes. For example:</p> <p>Class Dojo: Used for daily classroom-level updates and positive reinforcement.</p> <p>Instagram and TikTok: Used to showcase student work, school events, and fun highlights to build a positive online presence.</p> <p>Call Outs: Used for urgent or critical school-wide messages.</p> <p>Schoology and TEAMS: Used for more detailed academic information and parent-teacher communication.</p> <p>The school will also use these channels to send positive messages and showcase student work weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Result/Impact: This strategy will ensure that all parents are reached through their preferred communication channel, reducing the risk of a parent feeling left out or uninformed. By showcasing positive news and student work, the school will build trust and increase engagement, which should be reflected in higher survey responses.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring: A designated administrative staff member will be responsible for creating and scheduling communications. The Principal will review and approve all major school-wide messages and monitor engagement rates across the various platforms.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strategy 2: Collaborate with the PTO and local churches to expand family engagement events.</p> <p>Description: The school will partner with its active PTO and local churches to expand the reach and scope of family engagement events. The PTO will be asked to help plan and promote a schedule of at least four family events throughout the year. The school will leverage its partnerships with local churches to host events that are accessible to the community. These events will be strategically themed, such as a "Family Math &amp; Literacy Night" and a "Community Service Day" to directly engage families in the school's mission.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Result/Impact: This strategy will harness existing community strengths to increase parent participation. By working with established groups, the school can overcome logistical challenges and reach a broader audience, which will lead to a significant increase in attendance at family events. This will foster a true sense of partnership and shared responsibility for student success.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring: The Principal will meet with the PTO president monthly to review progress. The Parent Liaison (or designated administrative staff member) will be responsible for coordinating with the PTO and church partners to plan, promote, and track attendance at each event.</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** By the end of the 2025-2026 school year, all new, major resource purchases (over \$500) will be directly tied to a specific goal in the Campus Improvement Plan or support a special program measured in state accountability data, as evidenced in a resource-tracking log. The school will also reduce the amount of unspent discretionary funds at the end of the fiscal year by 15%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Campus Improvement Team will be tasked with reviewing and approving all major resource requests (\$500+) on a quarterly basis. The CIT will use a rubric to evaluate each request based on its alignment with the Campus Improvement Plan goals, the evidence of need (e.g., student data, staff feedback), and its potential impact on student outcomes. This will ensure that all significant purchases are strategic and evidence-based.</p> <p><b>Strategy's Expected Result/Impact:</b> This collaborative vetting process will prevent misaligned or impulsive spending. It will ensure that all major resources are directly contributing to the school's most critical goals, maximizing the return on every dollar spent.</p> <p><b>Staff Responsible for Monitoring:</b> The Principal and the Campus Improvement Team.</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The school will develop a simple resource tracking log to be managed by the Campus Business Manager. When a new program or resource is purchased, the staff member responsible for it will be required to provide a brief, year-end report detailing its implementation and effectiveness. This report will include both qualitative feedback and a review of relevant student data. This information will be used to make data-driven decisions about whether to continue, modify, or discontinue the resource in future budget cycles.</p> <p><b>Strategy's Expected Result/Impact:</b> This system will provide concrete evidence of which resources are genuinely benefiting students and staff. It will eliminate wasteful spending on ineffective programs and ensure that the campus is continually investing in what works best for its community, thus exhibiting true financial responsibility.</p> <p><b>Staff Responsible for Monitoring:</b> The Principal, Campus Business Manager/Administrative Assistant, and the Campus Improvement Team.</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Data-Driven Instruction Cycle Conduct weekly formative assessments. Use quick checks, exit tickets, and whiteboard activities to get a real-time pulse on student understanding. Analyze interim assessment data collaboratively. Grade-level teams will meet after each benchmark or interim assessment to analyze data, identify common misconceptions, and adjust their lesson plans and small-group instruction accordingly. Track student progress toward the goal. Monitor the progress of the 29 students targeted to move to the "Meets" category and provide individualized support and encouragement.
1	1	2	Targeted Small-Group Intervention Implement a weekly schedule for small-group instruction. Teachers will pull small groups of students (3-5 students) who are performing at the "Approaches" level. Focus on readiness standards. Use diagnostic data to identify the most significant skill gaps and dedicate intervention time to re-teaching key readiness standards. Utilize hands-on manipulatives. Use concrete materials and visual models to solidify conceptual understanding before moving to abstract procedures. This helps students move beyond just knowing how to solve a problem to understanding why the process works.

## Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Data-Driven Instruction Cycle Conduct weekly formative assessments. Use quick checks, exit tickets, and whiteboard activities to get a real-time pulse on student understanding. Analyze interim assessment data collaboratively. Grade-level teams will meet after each benchmark or interim assessment to analyze data, identify common misconceptions, and adjust their lesson plans and small-group instruction accordingly. Track student progress toward the goal. Monitor the progress of the 29 students targeted to move to the "Meets" category and provide individualized support and encouragement.
1	1	2	Targeted Small-Group Intervention Implement a weekly schedule for small-group instruction. Teachers will pull small groups of students (3-5 students) who are performing at the "Approaches" level. Focus on readiness standards. Use diagnostic data to identify the most significant skill gaps and dedicate intervention time to re-teaching key readiness standards. Utilize hands-on manipulatives. Use concrete materials and visual models to solidify conceptual understanding before moving to abstract procedures. This helps students move beyond just knowing how to solve a problem to understanding why the process works.

# Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CF	EMPL_STA	REPORTS_TO_DESCR
144 ARMSTRONG	ARMSTRONG	ARMSTRONG	TEACHER GRADE PK BIL	0.5	PEREZ	NATALIA	1 30		144	A	PRINCIPAL ELEM
144 ARMSTRONG	ARMSTRONG	ARMSTRONG	AIDE PRE-KINDERGARTEN	0.5	RODRIGUEZ	MARISOL	1 30		144	A	PRINCIPAL ELEM
144 ARMSTRONG	ARMSTRONG	ARMSTRONG	TEACHER LIT INTRVN	1	BANDA	EUNICE	1 30		144	A	PRINCIPAL ELEM
144 ARMSTRONG	ARMSTRONG	ARMSTRONG	AIDE PRE-KINDERGARTEN	0.5	LEOS	MICHELLE	1 30		144	A	PRINCIPAL ELEM
144 ARMSTRONG	ARMSTRONG	ARMSTRONG	TEACHER GRADE PK	0.5	YBARRA	BRIANA	1 30		144	A	PRINCIPAL ELEM
144 ARMSTRONG	ARMSTRONG	ARMSTRONG	TEACHER MATH INTRVN ELEM T1	0.5	LEWIS	CHABLIA	1 30		144	A	PRINCIPAL ELEM