

Fort Bend Independent School District

Armstrong Elementary

2025-2026 Formative Reviews



Table of Contents

Goals 3

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 3

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. 7

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 10


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>Strategy 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.</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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 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>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			

Strategy 2 Details		Reviews			
<p>Strategy 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.</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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 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>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1</p>		Formative			Summative
		Oct	Dec	Feb	June
		 <p>Moderate Progress</p>			


 No Progress
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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			
Strategy 1: Strategy: Frequent Practice with Constructed Responses 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. Strategy's Expected Result/Impact: Expected Result/Impact: 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. 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. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Instructional Coaches/Literacy Specialists: Will support grade-level teams in scoring student responses, norming their grading, and identifying areas for reteaching. Campus Administration: Will review student constructed responses and feedback to ensure consistency and rigor in grading practices across the campus. 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. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Strategy: Deeper Textual Analysis through Close Reading 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: 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. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
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		 Some Progress			

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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			
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: 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			
Strategy 2: Strategy 2: Implement a professional development series on positive interactions and restorative practices. 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: 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. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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	 Moderate Progress			
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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>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 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>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: 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			
Strategy 2: Strategy 2: Collaborate with the PTO and local churches to expand family engagement events. 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 & Literacy Night" and a "Community Service Day" to directly engage families in the school's mission. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: 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. Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
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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>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: The Principal and the Campus Improvement Team.</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: The Principal, Campus Business Manager/Administrative Assistant, and the Campus Improvement Team.</p>	Formative			Summative
	Oct	Dec	Feb	June
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