

Armstrong Elementary Campus Improvement Plan Action Plan 2015-2016

Goal 1: Armstrong Elementary will develop the knowledge, skills, attributes, and dispositions of the Highland Park ISD Learner for the Future in its students.

Objectives:

1.1 Ensure that 100% of Kindergarten, 1st, and 2nd grade students meet district standards for Developed on the Fountas and Pinnell Benchmark Assessment System (F&P BAS) Optional Assessments of Phonics and Word Analysis by the end of the year.

1.2 Ensure that all students meet grade level expectations and make appropriate growth in reading accuracy, fluency, and comprehension as measured by F&P BAS.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Design and implement engaging units of study based on the Texas Essential Knowledge and Skills and Highland Park ISD curriculum that reflect a comprehensive approach to literacy learning through reading, oral and written communication, and word study to develop skills of alphabets, fluency, and comprehension in all students.	August 2015-May 2016	Classroom teachers	HPISD Curriculum website, Fountas and Pinnell <i>Continuum of Literacy Learning</i> , Calkins <i>Art of Teaching Reading</i> and <i>Units of Study in Reading</i> , Words Their Way, Classroom and school libraries, Online and digital resources, Teacher selected instructional materials	Fountas and Pinnell Benchmark Assessment System, NWEA Measures of Academic Progress, Classroom observations and assessments
2	Provide ongoing professional development to support the implementation of a balanced literacy classroom.	August 2015-May 2016	Principal, Armstrong Language Arts Vertical Team	HPISD Literacy Cadre, Faculty meetings, Campus staff development days, Teachers College Reading and Writing Project Institute, HPMALA Institute, Words Their Way materials	Classroom observations and assessments, Fountas and Pinnell Benchmark Assessment System
3	Identify students in need of monitoring and interventions through evaluation of assessment data and classroom performance, and implement targeted interventions through classroom interventions, tutoring, and pull-out programs.	September 2015-May 2016	Principal, Counselor, Classroom teachers, Instructional assistants	Eduphoria Aware, Edugence, HPMALA, Words Their Way, Fountas and Pinnell <i>Leveled Literacy Intervention</i> , Supplemental pay for tutoring	Fountas and Pinnell Benchmark Assessment System, NWEA Measures of Academic Progress, Classroom observations and assessments

1.3 Ensure that 100% of 3rd and 4th grade students achieve the Level II Satisfactory standard on the STAAR Math assessment.

1.4 Ensure that 60% of 3rd and 4th grade students achieve the Level III Advanced Academic standard on the STAAR Math assessment.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Design and implement engaging units of study based on the Texas Essential Knowledge and Skills and Highland Park ISD curriculum that reflect a comprehensive approach to teaching math for understanding for all students by encouraging reflection and communication through challenging math tasks, teacher facilitation, and a classroom culture supportive of risk-taking and collaboration.	August 2015-May 2016	Classroom teachers	HPISD Curriculum website, Pearson Envision and Investigations instructional resources, Fosnot <i>Contexts for Learning Mathematics</i> , Hoffer <i>Minds on Mathematics</i> , Greg Tang number sense learning progressions, Online and digital resources, Teacher selected instructional materials	NWEA Measures of Academic Progress, Elementary State of Texas Algebra Readiness assessment, District math benchmarks, Classroom observations and assessments, State of Texas Assessment of Academic Readiness
2	Provide ongoing professional development to support the implementation of the math workshop as a component of teaching math for understanding, including the development of mental math and mini-lessons targeting problem solving skills.	August 2015-May 2016	Principal, Armstrong Math Vertical Team	HPISD Math Cadre, Faculty meetings, Campus staff development days, PEBC Math Institute, Greg Tang workshop, Region 10 workshop	Classroom observations and assessments, State of Texas Assessment of Academic Readiness
3	Identify students in need of monitoring and interventions through evaluation of assessment data and classroom performance, and implement targeted interventions through classroom interventions, tutoring, and pull-out programs.	September 2015-May 2016	Principal, Counselor, Classroom teachers, Instructional assistants	Eduphoria Aware, Edugence, ESTAR units, <i>FOCUS Math</i> , Parrish <i>Number Talks</i> , Battista <i>Cognition Based Assessment</i> , Supplemental pay for tutoring	NWEA Measures of Academic Progress, Elementary State of Texas Algebra Readiness assessment, District math benchmarks, Classroom observations and assessments, State of Texas Assessment of Academic Readiness

1.5 Ensure that 100% of 3rd and 4th grade students achieve the Level II Satisfactory standard on the STAAR Reading assessment.

1.6 Ensure that 65% of 3rd and 4th grade students achieve the Level III Advanced Academic standard on the STAAR Reading assessment.

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No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Design and implement engaging units of study based on the Texas Essential Knowledge and Skills and Highland Park ISD curriculum that reflect a comprehensive approach to literacy learning through reading, oral and written communication, and word study to develop skills of alphabetic, fluency, and comprehension in all students.	August 2015-May 2016	Classroom teachers	HPISD Curriculum website, Fountas and Pinnell <i>Continuum of Literacy Learning</i> , Lucy Calkins <i>Units of Study in Reading</i> , Classroom and school libraries, Online and digital resources, Teacher selected instructional materials	Fountas and Pinnell Benchmark Assessment System, NWEA Measures of Academic Progress, Classroom observations and assessments, State of Texas Assessment of Academic Readiness
2	Provide ongoing professional development to support the implementation of a balanced literacy classroom.	August 2015-May 2016	Principal, Armstrong Language Arts Vertical Team	HPISD Literacy Cadre, Faculty meetings, Campus staff development days, Teachers College Reading and Writing Project Institute	Classroom observations and assessments, State of Texas Assessment of Academic Readiness
3	Identify students in need of monitoring and interventions through evaluation of assessment data and classroom performance, and implement targeted interventions through classroom interventions, tutoring, and pull-out programs.	September 2015-May 2016	Principal, Counselor, Classroom teachers, Instructional assistants	Eduphoria Aware, Edugence, Fountas and Pinnell <i>Leveled Literacy Intervention</i> , Supplemental pay for tutoring	Fountas and Pinnell Benchmark Assessment System, NWEA Measures of Academic Progress, Classroom observations and assessments, State of Texas Assessment of Academic Readiness

1.7 Ensure that 100% of 4th grade students achieve the Level II Satisfactory standard on the STAAR Writing assessment.

1.8 Ensure that 50% of 4th grade students achieve the Level III Advanced Academic standard on the STAAR Writing assessment

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Design and implement engaging units of study based on the Texas Essential Knowledge and Skills and Highland Park ISD curriculum that reflect a comprehensive approach to writing instruction through writing for various purposes to authentic audiences, including developing all aspects of the writing process.	August 2015-May 2016	Classroom teachers	HPISD Curriculum website, Abydos Writing Institute, Lucy Calkins <i>Units of Study in Writing</i> , Classroom and school libraries, Teacher selected instructional materials	District writing benchmark, Classroom observations and assessments, State of Texas Assessment of Academic Readiness
2	Provide ongoing professional development to support the implementation of the writing workshop as a component of a balanced literacy classroom.	August 2015-May 2016	Principal, Armstrong Language Arts Vertical Team	HPISD Literacy Cadre, Faculty meetings, Campus staff development days, Teachers College Reading and Writing Project Institute, Abydos Writing Institute, Regie Routman <i>Writing for Audience and Purpose</i> , Jessica Ivey mentor sentences	Classroom observations and assessments, State of Texas Assessment of Academic Readiness
3	Identify students in need of monitoring and interventions through evaluation of assessment data and classroom performance, and implement targeted interventions through classroom interventions, tutoring, and pull-out programs.	September 2015-May 2016	Principal, Counselor, Classroom teachers, Instructional assistants	Eduphoria Aware, Edugence, Supplemental pay for tutoring	District writing benchmark, Classroom observations and assessments, State of Texas Assessment of Academic Readiness

1.9 Ensure that 100% of students meet expectations for grade level promotion.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Identify students at risk of not meeting grade level academic expectations through classroom, district, and state assessments, and intervene with struggling students through differentiated instructional strategies to engage all students.	October 2015-May 2016	Principal, Counselor, Classroom teachers, Instructional assistants	Eduphoria Aware, Fountas and Pinnell <i>Leveled Literacy Intervention</i> , Words Their Way, ESTAR units, <i>Focus Math</i> , Parrish <i>Number Talks</i> , Supplemental pay for tutoring	Classroom, district, and state assessments, Report cards, Grade level promotion rates
2	Communicate with parents regarding grade level expectations and individual student progress.	August 2015-May 2016	Principal, Counselor, Classroom teachers	Parent conferences, grade level transition meetings	HPISD Parent survey, Grade level promotion rates

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1.10 Increase the campus attendance rate to 98% or higher.					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Communicate with parents regarding attendance policies and the importance of punctuality and regular daily attendance.	August 2015-May 2016	Principal, Counselor, Classroom teachers, Office staff	Student Handbook, School email newsletter to families, Classroom newsletters	Campus attendance rate each 6 weeks, Campus attendance rate at end of year
2	Send attendance letters to families of students with a significant number of tardies or absences and conduct follow-up conferences or other communication to encourage improved attendance.	August 2015-May 2016	Principal, Office staff	Skyward reports, Postage	Individual student attendance rate, Campus attendance rate

1.11 Ensure that individual goals and accommodations are consistently implemented and ARD, SST, 504, and TAG committee decisions are effectively followed for all students served in special programs.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Provide training to all special education teachers on development of IEP goals and accommodations and ARD decision-making for state assessments.	August 2015-May 2016	Principal, Special Education Campus Coordinator	Team meetings, Campus staff development days, eSped	Training participation, IEP implementation
2	Provide training and appropriate information to improve classroom teachers' understanding of IEP accommodations and modifications, state assessments, and teacher expectations, as needed for individual students.	August 2015-May 2016	Principal, Special Education Campus Coordinator	Bridging activities, Team meetings, Campus staff development days	Training participation, IEP implementation
3	Provide training and appropriate information to improve classroom teachers' understanding of needs of individual students served through special programs.	August 2015-May 2016	Principal, Counselor, Dyslexia teacher, Campus TAG Specialist, Nurse, District ESL Coordinator	Team meetings, Campus staff development days	Training participation, Implementation of individualized student plans
4	Assign priority in scheduling students with academic, social, emotional, and behavioral concerns in settings that will best meet their needs.	August 2015-May 2016	Principal, Counselor	Team meetings, Class lists, Skyward	Implementation of individualized student plan

Goal 2: Armstrong Elementary will ensure a safe and healthy school environment for students and staff.

Objectives:

2.1 Ensure parent, student, and staff awareness of current security and safety procedures.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Update campus emergency procedures, including reviewing the Emergency Operations Plan, implementing district communication protocols for crisis situations, conducting regular safety drills, and conducting an annual safety audit.	August 2015-May 2016	Principal, Campus Safety Coordinator and Committee	Emergency Operations Plan, District Safety Coordinator, District Communications Director, Faculty meetings	Safety drills, Tabletop exercises, Safety audit
2	Plan for facilities enhancements in coordination with the HPISD Facilities Office to improve safety and security and address identified vulnerabilities.	August 2015-May 2016	Principal, Assistant Superintendent for Business Services	Facilities upgrades, District Safety Coordinator	Safety audit
3	Communicate with students, parents, and community members regarding safety of students during arrival and dismissal by addressing traffic circulation patterns around the school and safety in traffic lanes and at intersections.	August 2015-May 2016	Principal, Campus Safety Coordinator and Committee	Student Handbook, School email newsletter to families, Classroom newsletters, Highland Park Department of Public Safety, Crossing guards, Bike Safety and Walk to School programs	Safety audit

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4	Register all campus volunteers and screen all campus visitors using the Raptor Security system.	August 2015-May 2016	Principal, Office staff	Computer software and hardware, Volunteer and visitor badges	Safety audit
5	Implement classroom guidance lessons related to violence prevention and intervention, including bullying, social aggression, cyberbullying, conflict resolution, and tricky people.	August 2015-May 2016	School counselor	Classroom guidance curriculum and materials, Social Thinking curriculum	Student surveys, Safety audit
6	Conduct School Health Index Self Assessment and create School Health Improvement Plan	November 2015-May 2016	Principal, Campus Safety Coordinator and Committee, Nurse, School counselor	School Health Index Self Assessment and Planning Guide	School Health Index Self Assessment

2.2 Encourage the positive social, emotional, and physical health of students and staff.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Ensure regular student participation in moderate to vigorous physical activity at least 135 minutes a week through physical education classes and recess.	August 2015-May 2016	PE teachers, Classroom teachers	Athletic facilities, Athletic equipment, Master schedule	Student participation in physical activity, Fitnessgram results
2	Communicate with students and parents regarding healthy food options in the school cafeteria, and promote healthy food choices among students.	August 2015-May 2016	Cafeteria Manager, PTA Cafeteria Committee, Cafeteria monitors	Student Handbook, School email newsletter to families, Classroom newsletters, Nutrition Month programs, School garden and Master Gardener lessons	HPISD Parent survey, Cafeteria evaluations
3	Implement classroom guidance lessons to promote positive character development focused on the Six Pillars of Character--trustworthiness, respect, responsibility, fairness, caring, and citizenship.	August 2015-May 2016	Counselor	Classroom guidance curriculum and materials	Student surveys
4	Promote positive classroom and campus climate through conducting regular class meetings to promote classroom community and positive social skills.	August 2015-May 2016	Classroom teachers	Olweus class meeting materials	Student participation in class meetings, Student performance on behavior and work habit standards

Goal 3: Armstrong Elementary will engage families and the community in effective partnerships to promote student achievement and a positive school climate.

Objectives:

3.1 Increase purposeful participation of parents within classroom and school programs.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Educate parents and community members on the opportunities for and importance of volunteering in classroom and school activities.	August 2015-May 2016	Principal, PTA Executive Board, Room Parents	Student Handbook, School email newsletter to families, Classroom newsletters, PTA Volunteer website	Volunteer participation
2	Target new families and those not previously involved to recruit for volunteering in classroom and school activities.	August 2015-May 2016	PTA Executive Board, Room Parents	PTA Volunteer website	Volunteer participation
3	Create volunteer job descriptions and training opportunities to include specific skills needed, roles, and expectations, for classroom volunteers.	August 2015-May 2016	Classroom teachers	Job descriptions	Volunteer participation

3.2 Increase communication and feedback between school and parents and community members regarding classroom and school programs.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Provide meaningful communication in an efficient and interesting manner through updated teacher webpages, school website, and email newsletter.	August 2015-May 2016	Principal, Campus Instructional Technologist, Classroom teachers, Office staff	Campus website, School email newsletter to families	Parent survey
2	Highlight key curricular goals and instructional strategies through regular "Principal's Brown Bag Lunches"	August 2015-May 2016	Principal	School calendar	Parent survey

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3	Highlight key child development issues through regular "Principal's Book Talks"	August 2015-May 2016	Principal	School calendar, Reading material for staff	Parent survey
4	Promote parent participation in the annual HPISD Parent survey to gather feedback on campus programs and analyze results to consider continuous improvement goals.	March 2016	Principal, Classroom teachers, Office staff, PTA Executive Committee	Campus website, School email newsletter to families, Classroom newsletters	Parent survey return rate