

Armstrong Elementary Campus Improvement Plan 2017-2018
Goals and Objectives with Action Plan

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 all Kindergarten, 1st, and 2nd grade students meet district standards for Developed on the Fountas and Pinnell Benchmark Assessment System (F&P BAS) 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 individual growth in reading accuracy, fluency, and comprehension as measured by Fountas and Pinnell Benchmark Assessment (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 alphabetic, fluency, and comprehension in all students. | August 2017-May 2018 | Classroom teachers | HPISD Curriculum website, Fountas and Pinnell Continuum of Literacy Learning, TCRWP Units of Study in Reading, Fountas & Pinnell Phonics and Word Study Lessons, Words Their Way, Classroom and school libraries, Online and digital resources, Teacher selected instructional materials | Fountas and Pinnell Benchmark Assessment System, Classroom observations and assessments |
| 2 | Provide ongoing professional development to support the implementation of a balanced literacy classroom. | August 2017-May 2018 | Principal, Armstrong Language Arts Vertical Team, Campus instructional coaches | HPISD Literacy Cadre, Faculty meetings, Campus staff development days, Teachers College Reading and Writing Project Institute, Words Their Way materials, TCRWP instructional coaches, Campus instructional coaches, Supplemental pay for coaching | Fountas and Pinnell Benchmark Assessment System, Classroom observations and assessments |

| 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 2017-May 2018 | Principal, Counselor, Classroom teachers, Instructional assistants | Eduphoria Aware, Edugence, Words Their Way, Fountas and Pinnell Leveled Literacy Intervention, Supplemental pay for tutoring | Fountas and Pinnell Benchmark Assessment System, Classroom observations and assessments |
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| 1.3 Ensure that 100% of 3rd and 4th grade students achieve the Meets Grade Level standard on the STAAR Reading assessment. | | | | | |
| 1.4 Ensure that 70% of 3rd and 4th grade students achieve the Masters Grade Level standard on the STAAR Reading 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 literacy learning through reading, oral and written communication, and word study to develop skills of alphabets, fluency, and comprehension in all students. | August 2017-May 2018 | Classroom teachers | HPISD Curriculum website, Fountas and Pinnell Continuum of Literacy Learning, TCRWP Units of Study in Reading, NWEA Learning Continuum, 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 |

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| 2 | Provide ongoing professional development to support the implementation of a balanced literacy classroom and assessment-informed, targeted instruction for students. | August 2017-May 2018 | Principal, Armstrong Language Arts Vertical Team, Campus instructional coaches | HPISD Literacy Cade, Faculty meetings, Campus staff development days, Teachers College Reading and Writing Project Institute, TCRWP instructional coaches, Campus instructional coaches, HPISD Assessment department, Supplemental pay for coaching | Fountas and Pinnell Benchmark Assessment System, NWEA Measures of Academic Progress, Classroom observations and assessments, State of Texas Assessment of Academic Readiness, teacher self report surveys |
| 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 2017-May 2018 | Principal, Counselor, Classroom teachers, Instructional assistants | Eduphoria Aware, Edugence, NWEA Growth Reports, Fountas and Pinnell Levelled Literacy Intervention, 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 |

1.5 Ensure that 100% of 4th grade students achieve the Meets Grade Level standard on the STAAR Writing assessment.

1.6 Ensure that 50% of 4th grade students achieve the Masters Grade Level standard on the STAAR Writing assessment.

| No. | Activity | Timeline | Responsible Person(s) | Resources | Measure and Evaluation |
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| 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 2017-May 2018 | Classroom teachers | HPISD Curriculum website, TCRWP Units of Study in Writing, Classroom and school libraries, Teacher selected instructional materials | District writing benchmark, Classroom observations and assessments, State of Texas Assessment of Academic Readiness |

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| 2 | Provide ongoing professional development to support the implementation of the writing workshop as a component of a balanced literacy classroom. | August 2017-May 2018 | Principal, Armstrong Language Arts Vertical Team, Campus instructional coaches | HPISD Literacy Cadre, Faculty meetings, Campus staff development days, HPISD holistic scoring, Teachers College Reading and Writing Project Institute, TCRWP instructional coaches, Campus instructional coaches, Supplemental pay for coaching | 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 2017-May 2018 | 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 |

1.7 Ensure that 100% of 3rd and 4th grade students achieve the Meets Grade Level standard on the STAAR Math assessment.

1.8 Ensure that 55% of 3rd and 4th grade students achieve the Masters Grade Level standard on the STAAR Math assessment.

| No. | Activity | Timeline | Responsible Person(s) | Resources | Measure and Evaluation |
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| 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 2017-May 2018 | Classroom teachers | HPISD Curriculum website, Pearson Envision and Investigations instructional resources, O'Connell Math in Practice, Fosnot Contexts for Learning Mathematics, Hoffer Minds on Mathematics, Greg Tang number sense learning progressions, Parrish Number Talks progressions, Marilyn Burns' Math Solutions institute, NWEA Learning Continuum, Online and digital resources, Teacher selected instructional materials | NWEA Measures of Academic Progress, Scholastic Math Inventory, 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, mini-lessons targeting problem solving skills, and purposeful student work stations--and assessment-informed, targeted instruction for students. | August 2017-May 2018 | Principal, Armstrong Math Vertical Team | HPISD Math Cadre, Faculty meetings, Campus staff development days, Marilyn Burns' Math Solutions institute, Greg Tang workshop, Sue O'Connell workshop, Region 10 workshop, HPISD Assessment department | Classroom observations and assessments, State of Texas Assessment of Academic Readiness |

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| 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 2017-May 2018 | Principal, Counselor, Classroom teachers, Instructional assistants | Eduphoria Aware, Edugence, Bridges Intervention, Supplemental pay for tutoring | NWEA Measures of Academic Progress, Scholastic Math Inventory, Classroom observations and assessments, State of Texas Assessment of Academic Readiness |
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1.9 Ensure that 80% of 2nd, 3rd, and 4th graders meet Typical Growth on MAP Reading and Math assessments from beginning of year to end of year.

| No. | Activity | Timeline | Responsible Person(s) | Resources | Measure and Evaluation |
|-----|---|-----------------------|-----------------------|--|------------------------------------|
| 1 | Provide ongoing professional development to support the implementation of assessment-informed, targeted instruction in reading and math skills. | October 2017-May 2018 | Principal | NWEA Growth Reports, HPISD Assessment department | NWEA Measures of Academic Progress |

1.10 Ensure opportunities for all students problem solving, critical thinking, and collaboration through rigorous and relevant interdisciplinary STEAM learning experiences that incorporate the student-centered design process.

| No. | Activity | Timeline | Responsible Person(s) | Resources | Measure and Evaluation |
|-----|---|----------------------|--|---|---|
| 1 | Provide ongoing professional development to support the implementation of STEAM learning experiences and the student-centered design process. | August 2017-May 2018 | Principal, Armstrong Design Thinking Vertical Team | MII STEAM instructional coaches, MII STEAM pilot teachers | Classroom observations, Teacher self report surveys |

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| 2 | Identify opportunities for integrating problem solving, critical thinking, and collaboration skills through interdisciplinary STEAM learning experiences and student-centered design in core curricular units of instruction. | August 2017-May 2018 | Classroom teachers | MII STEAM instructional coaches, MII STEAM pilot teachers | Classroom observations, Student surveys |
| 3 | Provide opportunities for students to apply the student-centered design process in the campus makerspace. | August 2017-May 2018 | Classroom teachers, Librarian | MII STEAM instructional coaches, MII STEAM pilot teachers, Librarian, Armstrong Makerspace | Classroom observations, Student surveys |

1.11 Ensure that all 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 2017-May 2018 | Principal, Counselor, Special Education Campus Coordinator, Classroom teachers, Instructional assistants | Eduphoria Aware, Fountas and Pinnell Leveled Literacy Intervention, Bridges Intervention, 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 2017-May 2018 | Principal, Counselor, Classroom teachers | Parent conferences, grade level transition meetings | Parent survey, Grade level promotion rates |

1.12 Increase the campus attendance rate to 98% or higher.

| No. | Activity | Timeline | Responsible Person(s) | Resources | Measure and Evaluation |
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| 1 | Communicate with parents regarding attendance policies and the importance of punctuality and regular daily attendance. | August 2017-May 2018 | 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 2017-May 2018 | Principal, Office staff | Skyward reports, Postage | Individual student attendance rate, Campus attendance rate |

1.13 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 ongoing training to all special education teachers on development of IEP goals and accommodations and ARD decision-making for state assessments. | August 2017-May 2018 | Principal, Special Education Campus Coordinator | Team meetings, Campus staff development days, eSped | Training participation, IEP implementation |
| 2 | Provide ongoing 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 2017-May 2018 | Principal, Special Education Campus Coordinator, Monitoring teachers | Bridging activities, Team meetings, Campus staff development days | Training participation, IEP implementation |

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| 3 | Provide training and appropriate information to improve classroom teachers' understanding of needs of individual students served through special programs. | August 2017-May 2018 | Principal, Counselor, Dyslexia teacher, Campus TAG Specialist, Nurse, District ESL Coordinator | Bridging activities, 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. | June 2017-May 2018 | Principal, Counselor | Team meetings, Class lists, Skyward | Implementation of individualized student plans |

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

Objectives:

2.1 Ensure staff, student, and family 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 2017-May 2018 | 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 2017-May 2018 | Principal, Assistant Superintendent for Business Services | Facilities upgrades, District Safety Coordinator | Safety audit |

| 3 | Communicate with students, families, 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 2017-May 2018 | 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 2017-May 2018 | 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 2017-May 2018 | School counselor, Classroom teachers | 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 2017-May 2018 | Principal, Campus Safety Coordinator and Committee, Nurse, School counselor | School Health Index Self Assessment and Planning Guide | School Health Index Self Assessment |
| 2.2 Ensure clear guidelines and ongoing instruction in responsible digital citizenship for students and staff. | | | | | |
| No. | Activity | Timeline | Responsible Person(s) | Resources | Measure and Evaluation |

| 1 | Implement classroom lessons related to responsible digital citizenship including establishing clear digital norms for school and outside of school, supporting digital tools as intentional tools for learning, and promoting safe practices in digital environments. | August 2017-May 2018 | Principal, Counselor, Campus Instructional Technologist, Classroom teachers | Common Sense Media, Be Internet Awesome | BrightBytes survey |
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| 2.3 Support 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 2017-May 2018 | 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 2017-May 2018 | 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 | 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 2017-May 2018 | Counselor | Classroom guidance curriculum and materials | Student surveys |

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| 4 | Promote positive classroom and campus climate and mindsets for learning through conducting regular class meetings to promote classroom community, positive social skills, and growth mindset. | August 2017-May 2018 | Classroom teachers | Olweus class meeting materials, Social Thinking curriculum, MindsetWorks curriculum | Student participation in class meetings, Student performance on behavior and work habit standards |
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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 meaningful participation of families 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 2017-May 2018 | 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 2017-May 2018 | 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 2017-May 2018 | PTA Executive Board, Classroom teachers | Job descriptions | Volunteer participation |

3.2 Increase communication between school and families to support meaningful family participation in student learning.

| No. | Activity | Timeline | Responsible Person(s) | Resources | Measure and Evaluation |
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| 1 | Highlight key curricular goals and instructional strategies through regular "Principal's Brown Bag Lunches" | August 2017-May 2018 | Principal | School calendar | Parent survey |
| 2 | Highlight key child development issues through regular "Principal's Book Talks" | August 2017-May 2018 | Principal | School calendar, Reading material for staff | Parent survey |
| 3 | Communicate important school and family information through developing an ongoing series of brief video "infomercials" highlighting various campus resources. | August 2017-May 2018 | Principal, Campus Instructional Technologist, Classroom teachers, Campus staff | Video production equipment | Parent survey |

3.3 Increase communication and feedback between school and families 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 2017-May 2018 | Principal, Campus Instructional Technologist, Classroom teachers, Office staff | Campus website, School email newsletter to families | Parent survey |
| 2 | Promote parent participation in the annual HPISD Parent survey to gather feedback on campus programs and analyze results to consider continuous improvement goals. | March 2018 | Principal, Classroom teachers, Office staff, PTA Executive Committee | Campus website, School email newsletter to families, Classroom newsletters | Parent survey return rate |