



# **Armstrong Elementary Campus Improvement Plan**

**2016-2017**

Highland Park ISD, Armstrong Elementary School  
**Campus Improvement Plan**  
2016-2017

## **Acknowledgements**

The Armstrong Campus Improvement Plan was developed by the Campus Leadership Council in the fall of 2016. After reviewing campus data to conduct a needs assessment, small groups developed goals and objectives for the plan based on areas of need. Teachers, parents and community members developed action plans to support the goals and objectives. District and campus goals and objectives were approved by the HPISD Board of Trustees in November 2016. All staff will work on activities throughout the year to carry out the goals and objectives of the plan. We would like to acknowledge the following people for their efforts on this plan:

### **Elected Membership – Teachers**

Donna Pierce – 4<sup>th</sup> Grade

Lara Young – 1<sup>st</sup> Grade

Natalie Puzuk – Kindergarten

Jennifer Christy -- Specials

Laura Rollins – 2<sup>nd</sup> Grade

Jayci Underwood – 3<sup>rd</sup> Grade (DLC Liaison)

Kristina Watkins – Special Education

### **Other Staff**

Dave Ray, Counselor

Kim Oliver, Nurse

Susanne Aills, Instructional Assistant Special Education

Lydia Walden, Director of Advanced Academics

Skip Moran, Principal

Heather Turner, ex officio, Administrative Assistant

### **Selected Parents & Community Members**

Ashley Rasmussen, Business Representative

Barbara Crow, Community Representative

Carrie Woodward, Community Representative

Ali Watkins, PTA President, Parent Representative

Chad Pinson, Dads' Club President, Parent Representative

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

**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 Continuum of Literacy Learning, Calkins Art of Teaching Reading and Units of Study in Reading, 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                                     |

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

|   |   |                         |  |  |   |
|---|---|-------------------------|--|--|---|
| 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 Leveled Literacy Intervention, 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 Contexts for Learning Mathematics, Hoffer Minds on Mathematics, 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 |

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

| 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,<br>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,<br>Counselor,<br>Classroom teachers,<br>Instructional assistants | Eduphoria Aware, Edugence, ESTAR units, FOCUS Math, Parrish Number Talks, Battista Cognition Based Assessment, 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 |
| <b>1.5 Ensure that 100% of 3rd and 4th grade students achieve the Level II Satisfactory standard on the STAAR Reading assessment.</b>      |  |                         |   |  |   |
| <b>1.6 Ensure that 65% of 3rd and 4th grade students achieve the Level III Advanced Academic standard on the STAAR Reading assessment.</b> |  |                         |   |  |   |
| No.  | Activity   | Timeline                | Responsible Person(s)   | Resources  | Measure and Evaluation  |

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

|   |  |                         |  |  |  |
|---|--|-------------------------|--|--|--|
| 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 Continuum of Literacy Learning, Lucy Calkins Units of Study in Reading, 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 Leveled 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 |

**1.7 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**

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

| 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 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 |
| 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 Writing for Audience and Purpose, 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 |
| <b>1.9 Ensure that 100% of students meet expectations for grade level promotion.</b> |  |                         |  |  |   |
| No.  | Activity   | Timeline                | Responsible Person(s)  | Resources  | Measure and Evaluation  |

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

|   |   |                       |  |   |   |
|---|---|-----------------------|--|---|---|
| 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 Leveled Literacy Intervention, Words Their Way, ESTAR units, Focus Math, Parrish Number Talks, 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                                      |

**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.**



2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

| 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.**

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

| 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                                    |
| 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                                    |

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

|   |   |                        |   |   |                                     |
|---|---|------------------------|---|---|-------------------------------------|
| 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                      |

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

|   |  |                      |                    |   |   |
|---|--|----------------------|--------------------|---|---|
| 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 |

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

|   |  |                      |                                   |                       |                         |
|---|--|----------------------|-----------------------------------|-----------------------|-------------------------|
| 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          |

2016-2017  
Goals and Objectives with Action Plan  
Armstrong Elementary

|   |  |                      |  |  |                           |
|---|--|----------------------|--|--|---------------------------|
| 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 |



**Armstrong**  
**2016-2017 Goals Setting Based on STAAR Data**

| GROUP          | Math            |                 |                 |                 |                 |                | Writing         |                 |                 |                 |                 |                | Reading         |                 |                 |                 |                 |                |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|
|                | Actual<br>11-12 | Actual<br>12-13 | Actual<br>13-14 | Actual<br>14-15 | Actual<br>15-16 | Goals<br>16-17 | Actual<br>11-12 | Actual<br>12-13 | Actual<br>13-14 | Actual<br>14-15 | Actual<br>15-16 | Goals<br>16-17 | Actual<br>11-12 | Actual<br>12-13 | Actual<br>13-14 | Actual<br>14-15 | Actual<br>15-16 | Goals<br>16-17 |
| <b>ESL</b>     |                 |                 |                 |                 |                 |                |                 |                 |                 |                 |                 |                |                 |                 |                 |                 |                 |                |
| Level II       |                 |                 | --              |                 |                 | 100%           |                 |                 | --              |                 |                 | 100%           |                 |                 | --              |                 |                 | 100%           |
| Level II Final |                 |                 | --              |                 |                 | 100%           |                 |                 | --              |                 |                 | 100%           |                 |                 | --              |                 |                 | 100%           |
| Level III      |                 |                 | --              |                 |                 | 60%            |                 |                 | --              |                 |                 | 50%            |                 |                 | --              |                 |                 | 65%            |
| <b>SPED</b>    |                 |                 |                 |                 |                 |                |                 |                 |                 |                 |                 |                |                 |                 |                 |                 |                 |                |
| Level II       | 90%             | 79%             | 90%             | 80%             | 80%             | 100%           | 88%             | 73%             | 64%             | 79%             | 78%             | 100%           | 100%            | 92%             | 80%             | 92%             | 90%             | 100%           |
| Level II Final | 62%             | 50%             | 43%             | 64%             | 70%             | 100%           | 38%             | 64%             | 45%             | 57%             | 56%             | 100%           | 70%             | 54%             | 60%             | 64%             | 75%             | 100%           |
| Level III      | 38%             | 18%             | 29%             | 40%             | 30%             | 60%            | 13%             | 18%             | 0%              | 29%             | 33%             | 50%            | 35%             | 27%             | 25%             | 52%             | 45%             | 65%            |
| <b>TAG</b>     |                 |                 |                 |                 |                 |                |                 |                 |                 |                 |                 |                |                 |                 |                 |                 |                 |                |
| Level II       | 100%            | 100%            | 100%            | 100%            | 100%            | 100%           |                 | 100%            | 100%            | 100%            | 100%            | 100%           | 100%            | 100%            | 100%            | 100%            | 100%            | 100%           |
| Level II Final | 100%            | 95%             | 100%            | 100%            | 100%            | 100%           |                 | 100%            | 100%            | 100%            | 100%            | 100%           | 100%            | 100%            | 100%            | 100%            | 100%            | 100%           |
| Level III      | 100%            | 71%             | 89%             | 96%             | 100%            | 60%            |                 | 75%             | 36%             | 80%             | 91%             | 50%            | 100%            | 95%             | 89%             | 96%             | 100%            | 65%            |
| <b>At-Risk</b> |                 |                 |                 |                 |                 |                |                 |                 |                 |                 |                 |                |                 |                 |                 |                 |                 |                |
| Level II       | 88%             | 71%             | --              | 74%             | 79%             | 100%           | 100%            | 100%            | --              | 27%             | 89%             | 100%           | 100%            | 53%             | --              | 63%             | 88%             | 100%           |
| Level II Final | 56%             | 41%             | --              | 21%             | 42%             | 100%           | 67%             | 73%             | --              | 9%              | 44%             | 100%           | 60%             | 35%             | --              | 26%             | 54%             | 100%           |
| Level III      | 43%             | 18%             | --              | 16%             | 21%             | 60%            | 33%             | 18%             | --              | 0%              | 11%             | 50%            | 33%             | 12%             | --              | 11%             | 25%             | 65%            |



**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 Literacy Assessments 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 Fountas and Pinnell Benchmark Assessment (F&P BAS).                      |
| 1.3  | Ensure that 100% of 3rd and 4th grade students achieve the Final (Panel Recommended) Level II Satisfactory standard on the STAAR Reading assessment.   |
| 1.4  | Ensure that 65% of 3rd and 4th grade students achieve the Level III Advanced Academic standard on the STAAR Math assessment.   |
| 1.5  | Ensure that 100% of 3rd and 4th grade students achieve the Final (Panel Recommended) Level II Satisfactory standard on the STAAR Writing assessment.   |
| 1.6  | Ensure that 50% of 3rd and 4th grade students achieve the Level III Advanced Academic standard on the STAAR Writing assessment.  |
| 1.7  | Ensure that 100% of 4th grade students achieve the Final (Panel Recommended) Level II Satisfactory standard on the STAAR Math assessment.  |
| 1.8  | Ensure that 60% of 4th grade students achieve the Level III Advanced Academic standard on the STAAR Math assessment.   |
| 1.9  | Ensure that 100% of 2nd, 3rd, and 4th graders meet Typical Growth on MAP Math assessment from beginning of year to end of year.  |
| 1.10 | Ensure that 100% of students meet expectations for grade level promotion.  |
| 1.11 | Increase the campus attendance rate to 98% or higher.  |
| 1.12 | 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.                           |

**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. |
|-----|--|

|   |  |
|---|--|
| <b>2.2</b>  | <b>Encourage the positive social, emotional, and physical health of students and staff.</b>  |
| <b>Goal #3: Armstrong Elementary will engage families and the community in effective partnerships to promote student achievement and a positive school climate.</b> |  |
| <b>Objectives:</b>  |  |
| <b>3.1</b>  | <b>Increase purposeful participation of parents within classroom and school programs.</b>  |
| <b>3.2</b>  | <b>Increase communication between school and parents regarding meaningful parent support and participation in student learning.</b>  |
| <b>3.3</b>  | <b>Increase communication and feedback between school and parents and community members regarding classroom and school programs.</b> |