

Wylie Independent School District

Hartman Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

*Hartman's mission is : Intrinsically motivated by our compassion for others, we help everyone succeed by ensuring every person is loved, valued, and nurtured for growth and success.
~Helping Everyone Succeed with love.*

Vision

R.F. Hartman Elementary School, in partnership with our families and community, will ensure a safe and nurturing environment with quality education so all students will strive for growth in social, emotional, academic, and extracurricular endeavors throughout their lifetime.

Value Statement

Hartman Cool Cat Values are:

Respectful Relationships

Kindness

Positivity

Grit and Determination

Consistent Environment

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

Enrollment for the 2022-2023 school year is 522.

Hartman Elementary is a Prekindergarten-4th grade elementary campus, identified as a school-wide Title 1 campus with 517 students.

Ethnic Distribution: African American 19.92%, Hispanic 22.63%, White 37.72%, American Indian 0.77%, Asian 14.12%, Pacific Islander 0.0%, and Two or more races 4.84%.

Campus Profile/Student Information: Economically Disadvantaged is 49.52%, English Language Learners 29.01%, Students with Disciplinary Placements 0%. At Risk 19.92% and mobility rate 12.0%

The average class size is 16.04:1.

Class Size Averages:

Kindergarten 20.3:1, First 16:1, Grade 2 16.5:1, Grade 3 18.75:1, Grade 4 18.66:1

Special Programs: Bilingual/ESL Education 29.01%, Gifted and Talented Education 3.87% Special Education 27.47 %

Students By Grade: Early Childhood Education 16.05%, Prekindergarten 20.70%, Kindergarten 11.80%, Grade 1 12.57%, Grade 2 12.96%, Grade 3 14.70%, Grade 4 11.22%

The average experience of Hartman teachers is 14 years, ranging from 1 year to 40 years of experience.

Demographics Strengths

The teachers at Hartman, on average, have over 14 years of experience. The staff at Hartman are committed to the Hartman students and community.

Student Learning

Student Learning Summary

The STAAR Scores for the 2022-2023 school year:

- 4th Grade Reading- 93% approaches, 77% meets, 55% masters
- 4th Grade Math- 91% approaches, 76% meets, 51% masters
- 3rd Grade Reading- 93% approaches, 79%meets, 51% masters
- 3rd Grade Math- 95% approaches, 67% meets, 36% masters

Hartman received an “A” rating with 96 for STAAR and received all 5 distinctions. Increasing advanced scores in all content areas is an area of focus. The staff at Hartman Elementary take great pride in the relationships formed with parents, students, and the community.

Student Learning Strengths

Hartman Elementary scored 20% above or higher than the state in all core subjects on 2021-2022 STAAR and 15 % or higher above the state in advanced in both reading and math. Hartman students that were included in special population groups, such as LEP, SPED, African American, Hispanic, and White, outperformed the state by 10% or more in all content areas. Hartman received an “A” rating with 96 for STAAR and received all 5 distinctions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Hartman students need to increase reading comprehension and fluency using the Benchmark Assessment System by 10%. **Root Cause:** Parent knowledge and engagement of early reading skills are lacking.

School Processes & Programs

School Processes & Programs Summary

Hartman uses various assessment methods to reveal strengths and weaknesses regarding student expectations and curriculum strengths and weaknesses. Those assessment methods include BAS, unit assessments, MAPS, Released STAAR documents, and District Performance Assessments. The administration at Hartman ensures that teachers are implementing the district's curriculum with fidelity by discussing curriculum and assessments during PLCs and consistently monitoring instruction through walkthroughs. Data is tracked through AWARE and disaggregated at team professional learning communities. When students are not making progress on assessments and not achieving goals set for them by their teacher, interventions are put in place by the Response to Intervention team. Teachers participate in goal setting using SMART goals that are aligned to T-TESS expectations. Students are also a part of the goal-setting process with their students so that students begin to monitor their progress. Students and teachers use data sheets that include many different assessment data points to monitor achievement. Best practices such as guided reading, word work, Writer's Workshop, phonemic awareness, manipulatives with math instruction, hands-on experiments, cooperative grouping, visual models, and higher-level thinking questions are a few of the best practices teachers use.

School Processes & Programs Strengths

Professional Learning Communities, which promotes teacher collaboration, and the Response to Intervention Team, which uses research-based interventions, are strengths. These two programs help with differentiation so that each child and teacher has specific learning goals and targets.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students need hands on learning opportunities to develop academic vocabulary, inquiry based learning using the scientific method. **Root Cause:** A high population of our students live in apartments or in rental properties that they do not have access to create scientific gardens to be utilized for learning opportunities.

Perceptions

Perceptions Summary

Students, staff, and parents were given a culture and climate survey. Students described Hartman as a place where everyone knows their name and works hard to achieve their goals. They said the administration and teachers were welcoming, friendly, and always helpful. Teachers described Hartman as a place rich with tradition and pride. Teachers rated curriculum knowledge by the administration as strong. Students new to Hartman participate in leadership and new student support groups led by the Hartman counselor. Discipline data reveals that a very low percentage of 1% are referred to the office for discipline purposes. Hartman has Emergency Operating Procedures in place, and staff and students have been trained and practice drills monthly. Campus activities such as Wylie Way Core Value Days help promote school-wide student participation while emphasizing character traits.

Perceptions Strengths

Parents, students and staff reported that Hartman has a positive school culture and climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 35% of parents say they are involved in student/parent engagement activities. **Root Cause:** Parents would like more time-varied engagement activities. Many of the Hartman parents work during the day or evenings and aren't able to attend face-to-face activities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 9, 2022

Goal 1: Instill community and ethical values in our students

Performance Objective 1: From the results of the campus character survey, we will enhance/re mediate the value of respect and provide motivation opportunity for students.

Evaluation Data Sources: discipline referrals, # of students increased by 20% for respect decals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement social contracts that highlight the meaning of respect. Strategy's Expected Result/Impact: Decrease in office referrals and decrease in behaviors related to respect. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5, 2.6 Funding Sources: paper, markers and highlighters - Title I - \$0</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will continue to address values by maintaining discipline and monitoring students Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.5, 2.6 Funding Sources: Discipline professional development for administration and staff, guidance curriculum, parent education - Title I</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Instruct and implement decision-making and recovery strategies to help students refocus and de-escalate to maintain appropriate behavior in order to minimize time out of class.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals, decrease in recovery time needed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor</p> <p>Title I: 2.5</p> <p>Funding Sources: Recovery Cards, stress manipulatives, bounce balls and alternative seating - State Comp Ed - \$200, Stress manipulatives, fidget tools - Title I</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement spirit stick at assemblies to recognize Hartman students for various achievements.</p> <p>Strategy's Expected Result/Impact: Students will aim to have their class receive a spirit stick.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Have flexible seating options available in a first-grade classroom to help students focus and maintain appropriate behavior.</p> <p>Strategy's Expected Result/Impact: Decrease in conduct marks.</p> <p>Staff Responsible for Monitoring: classroom teacher</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students will attend a motivational program. The program is designed to motivate children to put forth their best effort in everything they do.</p> <p>Strategy's Expected Result/Impact: Discipline data, staar results</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Instill community and ethical values in our students

Performance Objective 2: Our campus will have bully-free and violence-free classrooms.





Evaluation Data Sources: discipline referrals, bully reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in restorative discipline practices. Title I: 2.5, 2.6	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Instill community and ethical values in our students

Performance Objective 3: Encourage parental involvement and increased attendance for both students and parents.

Evaluation Data Sources: Sign-in sheets, Raptor sign-ins, Attendance-PEIMS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct parental involvement events at night, during the day, and at varying times to allow parents multiple opportunities to be involved.</p> <p>Title I: 4.2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

Performance Objective 1: Increase by 10% the number of parents and community members involved in activities that support student learning.

Evaluation Data Sources: 10% Increase in parent engagement. Sign-in sheets for parent conferences and school events were reviewed.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Community Outreach program, build connections between home and school by sending out a newsletter. Strategy's Expected Result/Impact: Log-in of visitors that participate in the program. Increase in the community mentor program. Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6, 4.2 Funding Sources: newsletters, mentor training, mentor supplies, parent training - Title I, professional dev materials - Title I</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent-Teacher Conferences Strategy's Expected Result/Impact: Sign-in log Staff Responsible for Monitoring: Staff/Administrators</p> <p>Title I: 2.6, 4.2 Funding Sources: healthy snacks for families - Title I</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement regular programs on communication with parents through newsletters, notes, messenger, marquee, and social media. Information will be provided in both Spanish and English. Strategy's Expected Result/Impact: Sign-in sheets with numbers of parents participating in activities. Examples of newsletters. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6, 4.1 Funding Sources: Smore Online Newsletter, newsletters with academic tips, - Title I - \$0</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PTA involvement and activities. Strategy's Expected Result/Impact: Sign-in sheets for activities. Staff Responsible for Monitoring: PTA and administration</p> <p>Title I: 4.2 Funding Sources: Parent Training - Title I</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Academic Parent Engagement Night including STEM activities or literacy activities. Strategy's Expected Result/Impact: Sign-in Sheets Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6, 4.2 Funding Sources: Materials and supplies, books, bingo supplies - Title I - \$2,500, Snacks for Family Engagement - Title I - \$500</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide guided reading books, materials, and/or professional development in all appropriate classrooms for small group reading instruction. Strategy's Expected Result/Impact: 90% of pre-kindergarten students will meet expectations Circle Assessment or BAS assessment, and 90% of students will meet or exceed expectations on BAS assessment. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6 Funding Sources: guided reading books, materials for small group instruction - Title I - \$10,000</p>	Formative		
	Dec	Mar	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide teacher tutors to work with small groups of students on areas of focus due to achievement gaps caused by Covid-19.</p> <p>Strategy's Expected Result/Impact: Achievement gaps will be closed in 80% of students with identified gaps.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Temporary Tutors - Title I - \$15,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.





Performance Objective 2: Close the achievement gap that presently exists between all student scores in relationship to LEP and Special Ed and provides dyslexia services for students identified with dyslexia

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Saturday school for six Saturdays for four hours each Saturday. Strategy's Expected Result/Impact: Increase in LEP, SPED, and at-risk students' STAAR scores. Staff Responsible for Monitoring: Principal and Title 1 Specialist</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: Staff for Saturday School - Title I - \$7,000, snacks for Saturday school - Title I - \$500</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide paraprofessionals in addition to teacher tutors. Strategy's Expected Result/Impact: Increase in MAPS scores and support Pre-K. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4 Funding Sources: Paraprofessional - Title I</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

Performance Objective 3: Increase the performance of at-risk students and increase 4th-grade reading by 5% and math by 7%.

Evaluation Data Sources: Data from STAAR.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement guided reading and read-alouds daily in the literacy block. Strategy's Expected Result/Impact: Unit assessments, STAAR, MAPS data Staff Responsible for Monitoring: Administration and teacher</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: Guided Reading - Title I - \$0</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement research-based rigorous resources and manipulatives and provide supplies for effective small group instruction and intervention. Strategy's Expected Result/Impact: Increase in unit assessment data, STAAR results Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: materials, resources, supplies, manipulatives - Title I - \$14,975</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

Performance Objective 4: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

Evaluation Data Sources: STAAR data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collect the Student Residency Questionnaires submitted through registration and submit them to Special Services Department to receive program eligibility.</p> <p>Strategy's Expected Result/Impact: All forms submitted</p> <p>Staff Responsible for Monitoring: Registrar</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor attendance and academic performance of the McKinney-Vento Act identified students.</p> <p>Strategy's Expected Result/Impact: Students identified</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize data to increase the awareness and needs of the Mckinney-Vento Act students.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Coordinate and integrate services provided with other education services for children with disabilities, ELL students, and homeless children.</p> <p>Strategy's Expected Result/Impact: Students identified, services provided, and increase in student performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.





Performance Objective 5: The campus attendance rate will be 97% or above.

Evaluation Data Sources: Campus attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attendance and tardies will be monitored on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Tardy and attendance reports, tardy attendance letters to parents</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Teacher</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Recognize students with perfect attendance and no tardies at each nine weeks period.</p> <p>Strategy's Expected Result/Impact: Campus attendance reports</p> <p>Staff Responsible for Monitoring: Classroom teacher, Principal, attendance clerk</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.





Performance Objective 6: Increase parent capacity to assist their students with academic success and provide programs to prevent students from dropping out.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Title 1 Parent and Student Engagement Night. Activities will focus on reading, math, and/or technology. Strategy's Expected Result/Impact: Increase MAPS and BAS levels Staff Responsible for Monitoring: Principal, Title 1 Facilitator</p> <p>Title I: 4.2 Funding Sources: Supplies/Materials for parent/community events - Title I</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

Performance Objective 7: Provide hands-on inquiry-based learning through science labs, science gardens, science experiments, etc using the scientific method, and educational field trips and family engagement activities that require the use of science.





Evaluation Data Sources: Unit assessment data, EOY Science assessment, science fair projects, and writing samples.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will have the opportunity to take educational field trips and have reverse field trips that allow learning experiences brought to them.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Field trip expenses - Title I</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will have hands-on learning through science experiments, including but not limited to family engagement activities.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

Performance Objective 8: Provide hands-on learning through the use of manipulatives and technology across the curriculum





Evaluation Data Sources: Unit assessment Data, MAPs data, classroom observation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide resources, materials, and manipulatives to utilize hands-on learning across the curriculum.</p> <p>Strategy's Expected Result/Impact: Students will have a deeper understanding of the content in the curriculum. Informal observation, exit tickets, unit assessment data, etc. could be utilized to see the impact.</p> <p>Staff Responsible for Monitoring: Administration, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.





Performance Objective 9: Monitor assessment data, student progress, attendance, and performance of students. Provide small group targeted instruction.

Evaluation Data Sources: Unit assessment data, BAS data, MAPS data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor BOY, MOY, and EOY assessment data. Staff will place students in scholar groups according to data and provide small-group targeted instruction.</p> <p>Strategy's Expected Result/Impact: Increase in scores and student growth expectations met. Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor Student progress and growth measures using MAP data MOY and EOY. Make instructional decisions based on student progress. Provide tutoring for students not making progress.</p> <p>Strategy's Expected Result/Impact: Students will make progress and meet their growth measures. Staff Responsible for Monitoring: Teachers and Administration.</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.





Performance Objective 10: Provide special services to EL, dyslexic, economically disadvantaged, and at-risk students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hartman will provide Alphaphonics and EL services to students that qualify. Students that are economically disadvantaged or at-risk will be monitored, and special services will be provided when necessary.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement and performance. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.





Performance Objective 11: The campus will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.

Evaluation Data Sources: Campus Wellness Team, FitnessGram, Participation in School Community Wellness Events, Participation at Wellness Events

Strategy 1 Details	Formative Reviews		
Strategy 1: The Campus/District shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The Campus/District shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through the integration of nutrition education into appropriate curriculum areas and the provision of professional development to staff responsible for nutrition education.	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The Campus/District shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The employees in order to promote enjoyable, lifelong physical activity for District employees and students.	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance with district policy.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Prepare students for a successful life beyond high school.

Performance Objective 1: 100% of students will participate in College Week, and 80% of students will participate in Think College Thursday.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inform parents and the community of College Day activities.</p> <p>Pictorial Diary of students participating in activities.</p> <p>Strategy's Expected Result/Impact: Log of the number of students participating.</p> <p>Pictures</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Staff and Counselor</p> <p>Title I: 2.6, 4.2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Prepare students for a successful life beyond high school.





Performance Objective 2: Classroom teachers will integrate college and career awareness into core subject areas at least three times per nine-weeks grading period.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will watch a weekly career video and respond to a writing prompt.</p> <p>Strategy's Expected Result/Impact: Student reflections and connections with different careers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Attract, retain, and value a quality staff.





Performance Objective 1: Retain staff to ensure that 100% of staff are highly qualified.

Evaluation Data Sources: 100% participation by staff

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Sunshine campus committee to promote the Hartman spirit. Strategy's Expected Result/Impact: The number of staff that participate. Staff Responsible for Monitoring: Sunshine members</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus mentoring for new teachers. Strategy's Expected Result/Impact: The number of new teachers remaining in Wylie. Staff Responsible for Monitoring: Mentors and ESC personnel</p> <p>Title I: 2.4</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Compliance training is provided online or in meetings. Sexual Harassment, bullying, suicide prevention, sexual abuse, and Blood Borne Pathogens. Strategy's Expected Result/Impact: Staff development portfolios Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, and value a quality staff.





Performance Objective 2: Recruit, hire, retain highly effective teachers, and provide ongoing/embedded professional development for teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing professional development to support teacher growth and student success. Title I: 2.5	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Manage growth in a way that ensures functional equity.





Performance Objective 1: Teachers will have access to equitable resources and technology across classrooms based on comprehensive needs assessment as determined by the district.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will have access to software and technology to promote small group activities. Strategy's Expected Result/Impact: Log-in information from specified programs. Staff Responsible for Monitoring: Campus, District, Technology Personnel.</p> <p>Title I: 2.4</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Review and distribute existing hardware equitably to staff. Strategy's Expected Result/Impact: Inventory of campus computers. Staff Responsible for Monitoring: Administration and Campus Tech</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All teachers will have equitable access to resources and manipulatives. Strategy's Expected Result/Impact: Campus Inventory of manipulatives Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: Manipulatives - Title I - \$0</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Replace technology, chargers, headphones, Ipads, and cords as needed to facilitate the continued use of technology.</p> <p>Strategy's Expected Result/Impact: Campus Inventory of materials</p> <p>Staff Responsible for Monitoring: Computer Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Technology - Title I - \$5,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 6: Support student participation in extracurricular activities to promote academic achievement.

Performance Objective 1: Incorporate recognition with nine weeks' awards for student performance that promotes character and academic achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize students as "Jimmy John" students of the week for character and academic achievement.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 7: Celebrate our excellence.

Performance Objective 1: Conduct 9 weeks' award ceremonies to celebrate our excellence.

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct awards ceremonies for Hartman students.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Celebrate our excellence.

Performance Objective 2: Students will earn and redeem treasure chest tickets for prizes to celebrate excellence.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will earn and redeem treasure box tickets to celebrate excellence, achievement, and growth. Strategy's Expected Result/Impact: Increased engagement, motivation, and student growth. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Personnel for Hartman Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
		0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julie Gray	Instructional Specialist	Title 1	1
Kezia Zimmer	Title I Instructional Para	Title I	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Shawnell Bradshaw	Principal
Instructional Specialist	Julie Gray	Title I Instructional Facilitator
Administrator	Arley Barton	Assistant Principal
Instructional Specialist	Sarah Johnson	Dyslexia Therapist
Classroom Teacher	Johanna Strimpel	Teacher
Community Representative	Pam Wells	Community Rep
Parent	Ashley Johnson	Parent Rep
District-level Professional	Jill Vasquez	District-Level Professional