

Wylie Independent School District
Hartman Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

R. H. Hartman Elementary School, in partnership with the families and the Wylie community, will provide a safe environment with quality education so that all students will strive for continuing excellence in social, academic, and extracurricular opportunities through their lifetime.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment for the 2017-2018 school year is 520.

Hartman Elementary is a Prekindergarten-4th grade elementary campus, which is identified as a school-wide Title 1 campus with 577 students.

Ethnic Distribution: African American 17.85%, Hispanic 28.25%, White 35.18%, American Indian 0%, Asian 14.04%, Pacific Islander 0% and Two or more races 4.68%.

Campus Profile/Student Information: Economically Disadvantaged is 52.51%, English Language Learners 32.24%, Students with Disciplinary Placements 0%. At Risk 41.77% and mobility rate 63.74%

Average class size is 16.9%.

Class Size Averages:

Kindergarten 16.6:1, First 14.6:1, Grade 2 19.3:1, Grade 3 19:1, Grade 4 15:1

Special Programs: Bilingual/ESL Education 32.06%, Gifted and Talented Education 1.73% Special Education 26.17 %

Students By Grade: Early Childhood Education 16.98%, Prekindergarten 38.82%, Kindergarten 8.32%, Grade 1 9.53%, Grade 2 8.84%, Grade 3 8.15%, Grade 4 9.36%

The average experience of Hartman teachers is 13.8 years.

Mobility Rate: 63.74%

Demographics Strengths

The teachers at Hartman, on average, have over 13 years of experience. The staff at Hartman are committed to the Hartman students and community. There is very little turn-over. New teachers have been added to the staff due to increased enrollment.

Student Academic Achievement

Student Academic Achievement Summary

- The STAAR Scores for the 2017-2018
 - 4th Grade Writing- 85% approaches, 62% meets, 19% masters
 - 4th Grade Reading- 92% approaches, 70% meets, 43% masters
 - 4th Grade Math- 94% approaches, 81% meets, 51% masters
 - 3rd Grade Reading 93% approaches, 72%meets, 48% masters
 - 3rd Grade Math 96% approaches, 72% meets, 46% masters

Every subject area in every grade level has improved while the standard had increased. Writing is a continued area of focus. Increasing advanced scores in all content areas is an additional area of focus. The staff at Hartman Elementary take great pride in the relationships formed with parents, students and the community.

Student Academic Achievement Strengths

Hartman elementary scored 17% above or higher than the state in all core subjects on 2017-2018 STAAR and 20 % 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 out performed the state by 10% or more in all content areas. There is no significant difference between the performance of different student groups.

Economically disadvantaged students were only 3% or less than all students at Hartman. In 4th grade reading and 3rd grade reading, economically disadvantaged kids out performed non economically disadvantaged students. Hartman students exceeded the state percentage for level 3 advanced in every content and grade level on STAAR.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Hartman students need to increase composition scores to 6, 7, or 8 by 20%. **Root Cause:** Hartman has used many different writing programs in the past. Oral language skills have been lacking in our economically disadvantaged students.

Problem Statement 2: 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 a variety of assessment methods to reveal strengths and weaknesses regarding student expectations and curriculum. Those assessment methods include, BAS, unit assessments, MAPS and Released STAAR documents and District Performance Assessments. Administration at Hartman ensures that teachers are implementing the districts curriculum with fidelity by discussing curriculum and assessments during PLC's 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 own progress. Students and teachers use data sheets which 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 that teachers use.

School Processes & Programs Strengths

Professional Learning Communities, which promotes teacher collaboration, as well as the Response to Intervention Team which uses researched 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 or gardens to be utilized for learning opportunities.

Perceptions

Perceptions Summary

Students, staff and parents were given a culture and climate survey in the spring of 2017. Students described Hartman as a place where everyone knows their name and works hard to achieve their goals. They said administration and teachers were welcoming and friendly and always helpful. Teachers described Hartman as place rich with tradition and pride. Teachers rated communication, visibility and curriculum knowledge by administration as strong. Students that are new to Hartman participate in leadership and new student support groups led by the Hartman counselor. Discipline data reveals that a very low percentage 1% are referred to the office for discipline purposes. There were no bully reports, in school or out of school suspension reported for Hartman for the 2017-2018 school year. Hartman has Emergency Operating Procedures that are 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 evening engagement activities. Many of the Hartman parents work during the day.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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 13, 2018

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 Source(s) 1: discipline referrals, # of students increased by 20% for respect decals

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement social contracts that highlight the meaning of respect.	Teachers	Decrease in office referrals and decrease in behaviors related to respect.			
	Funding Sources: Title I - 100.00				
2) The campus will continue to address values by maintaining discipline and monitoring students	Principal, Assistant Principal, Counselor	Discipline data			
	Funding Sources: Title I - 300.00				
3) Instruct and Implement decision making and recovery strategies to help students refocus and deescalate to maintain appropriate behavior in order to minimize time out of class.	Principal, Assistant Principal, and Counselor	Decrease in office referrals, decrease in recovery time needed.			
	Funding Sources: State Comp Ed - 200.00, Title I - 600.00				
4) Implement spirit sticks at assemblies to recognize kids who show good character traits aligned with Wylie Way Core Values.	Administration	90% of students receiving recognition for showing Wylie Way Core Values.			
5) Continue with flexible seating options in a first grade classroom to help students focus and maintain appropriate behavior.	classroom teacher	Decrease in conduct marks.			
6) Students will attend a motivational program. The program is designed to motivate children to put forth their best effort in everything they do.	administration	Discipline data, staar results			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 2: discipline referrals, bully reports

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Continue with R time curriculum.					
					

Goal 1: Instill community and ethical values in our students

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

Evaluation Data Source(s) 3: Sign in sheets, Raptor sign ins, Attendance-PEIMS

Summative Evaluation 3:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Conduct parental involvement events at night, during the day and at varying times to allow parents multiple opportunities to be involved.					
					

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 Source(s) 1: 20% Increase in parent engagement. Sign in sheets for parent conference and school events were reviewed.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Community Outreach program	Counselor	Log-in of visitors that participate in program. Increase in community mentor program.			
	Funding Sources: Title I - 100.00				
Critical Success Factors CSF 5	Staff/Administrators	Sign-in log			
2) Parent-Teacher Conferences	Funding Sources: Title I - 200.00				
3) Implement regular program on communication with parents through newsletters, notes, messenger, marquee and social media. Information will be provided in both Spanish and English.	Administration	Sign-in sheets with numbers of parents participating in activities. Examples of newsletters.			
	Funding Sources: Title I - 1186.28				
4) PTA involvement and activities.	PTA and administration	Sign-in sheets for activities.			
	Funding Sources: Title I - 150.00				
5) Academic Parent Engagement Night- STEM activities for families, technology showcase	Administration	Sign-in Sheets			
	Funding Sources: Title I - 3710.00				
6) Maintain a place for parents to have access to technology and be provided for opportunities for educating parents on best practices.	Administration and Counselor	40% of pre-k- 4th grade parents attending parent education classes and using provided technology.			
7) Provide guided reading books, materials and/or professional development in all appropriate classrooms for small group reading instruction.	Administration	90% of pre-kindergarten students will meet expectations Circle Assessment			
8) Kindergarten Roundup. Families will have the opportunity to tour the school, receive a book, and participate in an academic based station.	Administration	sign in sheets			
9) Implement Jumpstart summer school program and Summer literacy program .	Administration	sign in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Literacy Consultant will provide teachers with support when working with at risk students.	Principal	Increase in MAPS, BAS and STAAR scores for at risk students.			
2) Saturday school for 6 Saturdays for 4 hours each Saturday	Principal and Title 1 Specialist	Increase in LEP, SPED and at risk students STAAR scores.			
Funding Sources: Title I - 4000.00					
3) Provide teacher tutors for 3.5 hours a day/ 4 days a week.	Principal	Increase in MAPS scores.			
					

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

Performance Objective 3: Increase performance of at- risk students and increase 4th grade writing by 10%, reading by 5% and math by 7%.

Evaluation Data Source(s) 3: Data from 2019 STAAR.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement guided reading and read alouds daily in the literacy block.	Administration and teacher	Unit assessments, STAAR , MAPS data			
2) Implement Writer's Workshop daily for 45 minutes, 4th grade will utilize Quill or No Red Ink interactive writing and grammar resource.	Administration	Walkthroughs that show writing, writing pieces produced by the students that are at the appropriate level.			
3) Staff members will attend writing conference or professional development to gain ideas on effective elaboration.	Teachers and Administration	Unit Assessment Data, STAAR results			
4) Principals will conduct a writing extravaganza twice a year where they will read a story or poem to students, students will create a piece of writing and a craft that correlates to the story.	Administration	Writing Piece that students complete			
	Funding Sources: Title I - 1000.00				
5) Implement research based rigorous resources, provide supplies for effective small group instruction and intervention.	administration, teachers	increase in unit assessment data, staar results			
					

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 Source(s) 4: STAAR data

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Collect the Student Residency Questionnaires submitted through registration and submit to Special Services Department to receive program eligibility.	Registrar	All forms submitted			
2) Monitor attendance and academic performance of the McKinney-Vento Act identified students.	Counselor	Students identified			
3) Utilize data to increase the awareness and needs of the McKinney-Vento Act students.	Counselor	Increase in student performance			
4) Coordinate and integrate services provided with other education services for children with disabilities, ELL students, and homeless children.	Principal	Students identified, services provided, increase in student performance.			
					

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

Performance Objective 5: Campus attendance rate will be at 97% or above.

Evaluation Data Source(s) 5: Campus attendance reports

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attendance and tardies will be monitored on a monthly basis.	Principal, Assistant Principal, Attendance Clerk, Teacher	Tardy and attendance reports, tardy attendance letters to parents			
2) Recognize students with perfect attendance and no tardies at each nine weeks period	Classroom teacher, Principal, attendance clerk	campus attendance reports			
					

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.

Evaluation Data Source(s) 6:

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Parents attend 4th grade writing cafe.	Principal and Assistant Principal	Increase in STAAR writing scores			
2) Title 1 Parent and Student Engagement Night. Activities will focus on reading, math and/or technology.	Principal, Title 1 Facilitator	Increase MAPS and DRA levels			
					

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.

Evaluation Data Source(s) 7: Unit assessment data, EOY Science assessment, science fair projects

Summative Evaluation 7:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each grade level will maintain their own science garden while implementing STEM skills. S- Science, plants will be grown, soil will be studied, earthworms will be studied T- technology, families will utilize sign up genius to care for the garden, a vlog or blog will be created to document the garden E- Engineering, construction and design of the science garden M- Math, Measurements of plants will be taken, differences in temperature and how it affects the plants will be measured, rainfall will be measured.	Classroom teachers, Administrators	Increase in science unit assessment data, increase in Science Fair participation			
					

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

Performance Objective 8: Provide hands on learning across curriculum.Students will complete various art projects including oil based paintings on canvas,watercolor portraits, making models, etc , technology projects,

Evaluation Data Source(s) 8: Lesson plans, completed projects

Summative Evaluation 8:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide hands on learning across curriulum. Students will complete various art projects including oil based paintings on canvas, watercolor portraits,etc, technology projects.	Principal, teachers				
	Funding Sources: Title I - 1999.87				
					

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

Performance Objective 9: Provide hands on learning through the use of manipulatives and technology across curriculum

Evaluation Data Source(s) 9: Unit assessment Data, MAPs data, classroom observation

Summative Evaluation 9:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide resources, materials and manipulatives to utilize hands on learning across curriculum.	Administration, classroom teachers	Student's will have a deeper understanding of content in the curriculum. Informal observation, exit tickets, unit assessment data, etc could be utilized to see the impact.			
					

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Inform parents and community of College Day activities.	Counselor	Log of number of students participating.			
Pictorial Diary of students participating in activities.	Staff and Counselor	Pictures			
					

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

Performance Objective 2: 3rd-4th grades will provide advanced academics for students who qualify based on the district rubric.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Inform parents of students who qualify for advanced clusters and review rubrics with parents.	Teachers and administration	Record of advanced cluster parent meetings or information sent home.			
2) Provide teachers with additional staff training for high rigor instruction to meet the needs of advanced students.	Principal	Level 3 STAAR scores			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 3: Classroom teachers will integrate college and career awareness into core subjects areas at least three times per nine weeks grading period.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will watch a career video each week and respond to a writing prompt.	Principal	Student reflections and connections with different careers.			
					

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

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

Evaluation Data Source(s) 1: 100% participation by staff

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Sunshine campus committee to promote the Hartman spirit.	Sunshine members	Number of staff that participate.			
2) Campus Mentoring for new teachers	Mentors and ESC personnel	Number of new teachers remaining in Wylie.			
3) Compliance training provided online or in meetings. Sexual Harassment, bullying, suicide prevention, sexual abuse and Blood Borne Pathogens	Principal	Staff development portfolios			
					

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

Performance Objective 2: The 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) By May of each school year, score at least the Bronze Level on the Smarter Lunchroom scorecard (www.smarterlunchrooms.org/resource/lunchroom-self-assessment-score-card)					
2) Consistently post in an easily accessible location on the Hartman website the monthly school breakfast and lunch menus, along with the nutritional information of each meal.					
3) Provide nutrition education topics on the digital menu boards including the addition of one nutrition fact per week.					
					

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

Performance Objective 3: The 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.

Evaluation Data Source(s) 3: Campus wellness team, fitness gram, participation in school community wellness events

Summative Evaluation 3:

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

Performance Objective 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 the school day in accordance to district policy.

Evaluation Data Source(s) 4:

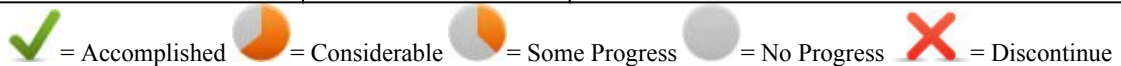
Summative Evaluation 4:

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

Performance Objective 5: The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, life-long physical activity for District employees and students.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

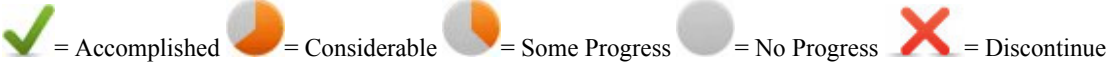
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create a campus staff wellness committee.					
					

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

Performance Objective 6: 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 to district policy.

Evaluation Data Source(s) 6:

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Hartman will inform the community of facilities that are available for use outside of the school day by including a statement in at least one District or campus publication, by posting information on the District or campus website, or through the use of appropriate signs.					
					

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

Performance Objective 7: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and School Based Activities.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The District/Campus 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.					
2) The District/Campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.					
3) 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 to district policy.					
					

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

Performance Objective 8: Recruit, hire, retain highly effective teachers, and provide ongoing/embedded professional development for teachers.

Evaluation Data Source(s) 8:


Summative Evaluation 8:

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 district.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All teachers will have access to software and technology to promote small group activities.	Campus, District, Technology Personnel.	Log-in information from specified programs.			
2) Review and distribute existing hardware equitably to staff.	Administration and Campus Tech	Inventory of campus computers.			
3) All teachers will have equitable access to resources and manipulatives.	Administration	Campus Inventory of manipulatives			
Funding Sources: Title I - 4000.00					
4) Replace technology chargers and cords as needed to facilitate the continued use of technology.	Computer Teacher	Campus Inventory of materials			
					

State Compensatory

Budget for Hartman Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6125 00 101 024 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$21,064.11
199 E 11 6117 00 101 034 000	6117 Career Ladder - Locally Defined	\$4,070.96
199 E 11 6118 00 101 024 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,638.80
199 E 11 6118 00 101 034 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$238,610.11
199E11612500101024000	6125 Salary Support - Locally Defined	\$51,973.25
6100 Subtotal:		\$371,357.23
6300 Supplies and Services		
199E11632900101024033	6329 Reading Materials	\$436.00
199E11633900101024033	6339 Testing Materials	\$338.00
6398	6390 Supplies and Materials - General	\$5,062.00
199E11639800101024033	6398 Computer Supplies/Software - Locally Defined	\$400.00
6300 Subtotal:		\$6,236.00
6400 Other Operating Costs		
199E13641100101024000	6411 Employee Travel	\$150.00
6400 Subtotal:		\$150.00

Personnel for Hartman Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cindy Demaris	Aide	Pre-K	1
Helene Auriemme	Aide	Pre-K	1
Kara Burrows-Johnson	Teacher	Pre-K	1
Michelle Figueroa	Aide	Pre-K	1
Steven Seitz	Teacher	Pre-K	1
Territa Michelle Allen	Teacher	Alpha Phonics	1
Vasquez-Valdivia, Hermelinda	Teacher	Bilingual PK	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kara Broyles	Instructional Specialist	Title 1	1