

**Wylie Independent School District  
Hartman Elementary School  
2023-2024 Improvement Plan**



# Mission Statement

*Helping Everyone Succeed*

## Vision

*I am a Hartman Cool Cat! I will work hard to succeed by giving my best effort, showing grit, and being a good friend to everyone.*

## Value Statement

Hartman Cool Cat Values are:

We value respectful relationships.

We value kindness.

We value positivity.

We value grit and determination.

We value a consistent environment.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Instill community and ethical values in our students	12
Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.	15
Goal 3: Prepare students for a successful life beyond high school.	28
Goal 4: Attract, retain, and value a quality staff.	30
Goal 5: Manage growth in a way that ensures functional equity.	33
Goal 6: Support student participation in extracurricular activities to promote academic achievement.	35
Goal 7: Celebrate our excellence.	36
State Compensatory	37
Personnel for Hartman Elementary School	37
Title I Personnel	38

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Enrollment for the 2023-2024 school year is 550.

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

Ethnic Distribution: African American 20.00%, Hispanic 19.82%, White 35.09%, American Indian 0.55%, Asian 18.91%, Pacific Islander 0.0%, and Two or more races 5.64%.

Campus Profile/Student Information: Economically Disadvantaged is 56.92%, English Language Learners 30.00%, Students with Disciplinary Placements 0%. At Risk 32.18%.

The average class size is 16.75:1.

Class Size Averages: Kindergarten 16:1, First 16.75:1, Grade 2 16.75:1, Grade 3 17.5:1, Grade 4 17.5:1

Special Programs: Bilingual/ESL Education 30.00%, Gifted and Talented Education 3.09% Special Education 30.73 %

Students By Grade: Early Childhood Education 13.27%, Prekindergarten 25.09%, Kindergarten 12.00%, Grade 1 12.18%, Grade 2 12.00%, Grade 3 12.91%, Grade 4 12.54%

### Demographics Strengths

The Hartman community has a strong reputation for providing quality education. Property values continue to rise. While becoming a more diverse school community, the population strongly supports Hartman Elementary. In many cases, new arrivals move to the area to be a part of Wylie ISD and the Hartman community.

- Attendance rate (99.77%)
- Low student/teacher ratio (16.75:1)
- Disciplinary Placements (0%)

Teachers and administration incorporate a strong focus on values and manage discipline well.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 49% of Hartman students are economically disadvantaged. **Root Cause:** Our attendance zone includes a large area of lower-income housing and neighborhoods with multiple families living in one household.

# Student Learning

## Student Learning Summary

The STAAR Scores for the 2022-2023 school year:

- 4th Grade Reading- 92% approaches, 80% meets, 35% masters
- 4th Grade Math- 92% approaches, 76% meets, 35% masters
- 3rd Grade Reading- 85% approaches, 63%meets, 34% masters
- 3rd Grade Math- 94% approaches, 66% meets, 41% masters

The staff at Hartman Elementary take great pride in the relationships formed with parents, students, and the community to reinforce student success.

## Student Learning Strengths

Hartman Elementary scored at least 15% above or higher than the state on the 2022-2023 Math and Reading STAAR. The STAAR test was redesigned with new test items in both subjects, along with short and extended constructed responses in reading. All subpopulations met their target performance goal in both subjects. According to the end-of-year BAS data, 73% of Kindergarten, 63% of 1st grade, and 67% of 2nd grade were at meet grade level or higher on their BAS levels.

## 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 with 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. Reading and Math Interventionists have been added to our campuses to help intervene for our struggling students. Additionally, as a Title 1 campus, we have additional staff members, Instructional Facilitators, and Paraprofessionals to support student growth through intervention and purchasing resources. Over 60% of certified staff have 10 years plus experience. 54% of the staff are ELL certified, and 30% have completed the 30-hour Gifted and Talented training.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The number of students at the mastery level is below average compared to the district. **Root Cause:** Economically disadvantaged students tend to not have the resources available or parental support at home.

# 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 lunch bunch groups at the beginning of the year and are led by the Hartman counselor, who provides guidance lessons throughout the school year for all grade levels. Discipline data reveals that a very low percentage of students 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 Hartman has a positive school culture and climate.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 48% of parents who replied to the district parent survey 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
- 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

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 1:** Our campus will have a common understanding regarding violence prevention and intervention.





**Evaluation Data Sources:** discipline referrals, # of threat assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will participate in Unity Day activities provided by the counselor.  <b>Strategy's Expected Result/Impact:</b> Students learn strategies to show kindness and acceptance.  <b>Staff Responsible for Monitoring:</b> Teachers/Counselor</p> <p><b>Title I:</b> 2.5, 2.6  <b>Funding Sources:</b> paper, markers and highlighters - Title I - \$0</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 1:** Instill community and ethical values in our students

**Performance Objective 2:** All teachers will create a bully-free classroom for students.





**Evaluation Data Sources:** discipline referrals, bully reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participate in restorative discipline practices.  <b>Title I:</b> 2.5, 2.6	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Anti-Bullying program provided to students. <b>Strategy's Expected Result/Impact:</b> Anti-bullying assembly <b>Staff Responsible for Monitoring:</b> Counselor/PTA  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 3:** Campus attendance rate will be at 97% or higher.

**Evaluation Data Sources:** Campus attendance reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attendance and tardies will be monitor on a weekly basis.  <b>Strategy's Expected Result/Impact:</b> Tardies and attendance reports, letters to parents  <b>Staff Responsible for Monitoring:</b> Attendance Clerk/Administrators.</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recognize perfect attendance at 9 weeks awards ceremony.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** Hartman will host family engagement nights to involve and engage out parents and other family members in their student's education.

**Evaluation Data Sources:** Sign-in sheets for parent conferences and school events were reviewed.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent-Teacher Conferences  <b>Strategy's Expected Result/Impact:</b> Sign-in log  <b>Staff Responsible for Monitoring:</b> Staff/Administrators</p> <p><b>Title I:</b> 2.6, 4.2  <b>Funding Sources:</b> healthy snacks for families - Title I</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement regular programs on communication with parents through newsletters, notes, messenger, marquee, and social media. Information will be provided in both Spanish and English.  <b>Strategy's Expected Result/Impact:</b> Sign-in sheets with numbers of parents participating in activities. Examples of newsletters.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6, 4.1  <b>Funding Sources:</b> Smore Online Newsletter, newsletters with academic tips, - Title I - \$0</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide academic parent engagement night including STEM activities or literacy activities.  <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6, 4.2  <b>Funding Sources:</b> Materials and supplies, books, bingo supplies - Title I - \$2,500, Snacks for Family Engagement - Title I - \$500</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase parent capacity to assist their students with academic success with activities they can do at home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Title 1 Facilitator</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> Supplies/Materials for parent/community event - 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 2:** Students will show at least one year of growth in math and reading.

**Evaluation Data Sources:** Unit assessments, BAS, STAAR, MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Intentional small group lesson plans <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.5	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Reading and math interventionist work with students that are 25% on MAP. <b>Strategy's Expected Result/Impact:</b> Progress monitoring <b>Staff Responsible for Monitoring:</b> Teachers/Interventionist  <b>Title I:</b> 2.5	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide paraprofessionals in addition to teacher tutors. <b>Strategy's Expected Result/Impact:</b> Increase in MAPS scores and support Pre-K. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Paraprofessional - Title I	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide teachers access to Seesaw accounts to monitor progress of students' learning. <b>Staff Responsible for Monitoring:</b> Teacher/Title 1 Facilitator	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

**Title I:**

2.4, 2.5, 2.6

**Funding Sources:** - Title I - \$5,000



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 at the mastery level.

**Evaluation Data Sources:** Data from STAAR.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement guided reading and read-alouds daily in the literacy block.  <b>Strategy's Expected Result/Impact:</b> Unit assessments, STAAR, MAPS data  <b>Staff Responsible for Monitoring:</b> Administration and teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Guided Reading - Title I - \$0</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement research-based rigorous resources and manipulatives and provide supplies for effective small group instruction and intervention.  <b>Strategy's Expected Result/Impact:</b> Increase in unit assessment data, STAAR results  <b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> materials, resources, supplies, manipulatives - Title I - \$9,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement two Saturday schools for reading and one Saturday for math for four hours each Saturday.  <b>Strategy's Expected Result/Impact:</b> Increase LEP, SPED, and at-risk STAAR scores.  <b>Staff Responsible for Monitoring:</b> Administration/Title 1 Facilitator</p> <p><b>Funding Sources:</b> Staff for Saturday for School - Title I - \$3,000, snack for Saturday School - Title I - \$500</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Collaboration with the RTI team on strategies to help students and identify students in need of additional intervention.  <b>Staff Responsible for Monitoring:</b> Teachers/RTI team</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will have the opportunity to take educational field trips and have reverse field trips to allow learning experiences brought to them.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Field trip expenses/buses - Title I - \$11,000, In-house Guest speakers - Title I - \$1,200</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 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		
<b>Strategy 1:</b> Monitor attendance and academic performance of the McKinney-Vento Act identified students. <b>Strategy's Expected Result/Impact:</b> Students identified <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.6	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize data to increase the awareness and needs of the Mckinney-Vento Act students. <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.6	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 5:** Increase 3rd and 4th grade mastery level performance on STAAR.

**Evaluation Data Sources:** Unit assessment Data, MAPs data, STAAR data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide resources, materials, and manipulatives to utilize hands-on learning across the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide small group targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the gaps and enrichment</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/Administration</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize advanced academic activities provided by district learning specialists.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 6:** 85% of Kindergarten, 1st grade, and 2nd grade students will meet of end of year grade level expectation in BAS.

**Evaluation Data Sources:** BAS data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize decodables to help students learn how to read.  <b>Strategy's Expected Result/Impact:</b> Increase phonemic awareness  <b>Staff Responsible for Monitoring:</b> Teachers and Administration</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Incorporate UFLI lessons throughout Kindergarten through 2nd grade.  <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Instructional aide work with students on Heggerty phonic lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher/Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> 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 7:** Provide special services to students identified as dyslexic.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Hartman will provide Alphaphonics services to students that qualify and utilize the Take Flight curriculum.  <b>Strategy's Expected Result/Impact:</b> Increase reading accuracy and fluency.  <b>Staff Responsible for Monitoring:</b> Alpha Phonics teacher</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 8:** Campus will ensure compliance with the Local 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 Sources:** Campus Wellness Team, FitnessGram, Participation in School Community Wellness Events, Participation at Wellness Events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





**Performance Objective 9:** Provide services for EL students increase academic vocabulary and background knowledge.

**Evaluation Data Sources:** assessments/TELPAS

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Inclusion and pull-out services to address specific academic needs as students acquire the language. <b>Staff Responsible for Monitoring:</b> ESL teacher	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**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><b>Strategy 1:</b> Inform parents and the community of College Day activities.</p> <p>Pictorial Diary of students participating in activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Log of the number of students participating.</p> <p>Pictures</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p>Staff and Counselor</p> <p><b>Title I:</b> 2.6, 4.2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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><b>Strategy 1:</b> Students will watch a weekly career video and respond to a writing prompt.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reflections and connections with different careers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





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

**Performance Objective 1:** Recruit highly effective teachers through networking, effective screening applicants, thorough interviews, and contacting references.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Leadership will follow district interview process to recruit highly qualified teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





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

**Performance Objective 2:** Retain highly effective teachers, and provide ongoing/embedded professional development for teachers.

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

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

**Performance Objective 3:** By the end of the 23-24school year, all language arts teachers who teacher EL students will have the ESL Supplemental Certification.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus administration team will audit their LA teachers to determine who is in need of the ESL certification.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification bu covering the costs associated with the assessment.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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><b>Strategy 1:</b> All teachers will have access to software and technology to promote small group activities.  <b>Strategy's Expected Result/Impact:</b> Log-in information from specified programs.  <b>Staff Responsible for Monitoring:</b> Campus, District, Technology Personnel.</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Review and distribute existing hardware equitably to staff.  <b>Strategy's Expected Result/Impact:</b> Inventory of campus computers.  <b>Staff Responsible for Monitoring:</b> Administration and Campus Tech</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All teachers will have equitable access to resources and manipulatives.  <b>Strategy's Expected Result/Impact:</b> Campus Inventory of manipulatives  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Manipulatives - Title I - \$0</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

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





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

**Performance Objective 1:** Incorporate recognition for student performance that promotes character and academic achievement.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recognize students for character and academic achievements, such as "Jimmy Johns" student of the week, Pawsitivity punches, and paws4applause announcements.	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 7:** Celebrate our excellence.

**Performance Objective 1:** Increase engagement, motivation, and student growth

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct awards ceremonies for Hartman students each 9 weeks.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will earn punches and redeem their Pawsitivity Punch card to celebrate excellence, achievement, and growth. <b>Strategy's Expected Result/Impact:</b> Increased engagement, motivation, and student growth. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Monthly Hartman Huddle to spotlight students academics and character.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 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 Facilitator	Title 1	1
Noralina Tello	Title I Instructional Para	Title I	1