

**Wylie Independent School District
Hartman Elementary School
2024-2025 Campus Improvement Plan**

Accountability Rating: B



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment for the 2024-2025 school year is 598.

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

Ethnic Distribution: 17.24% African American, 19.39% Hispanic, 37.52% White, 0.92% American Indian, 18.67% Asian, 0.0% Pacific Islander, and 6.27% Two or more races.

Campus Profile/Student Information: Economically Disadvantaged is 42%, English Language Learners 32.5%, Students with Disciplinary Placements 0%. At Risk 32.50%.

The average class size is 16.1:1.

Class Size Averages: Kindergarten 15.5:1, First 16.25:1, Grade 2 15.5:1, Grade 3 16.5:1, Grade 4 16.75:1

Special Programs: Bilingual/ESL Education 32.5%, Gifted and Talented Education 5.45% Special Education 42.25 %

Students By Grade: Early Childhood Education 21.4%, Prekindergarten 23.24%, Kindergarten 11.03%, Grade 1 11.20%, Grade 2 10.36%, Grade 3 11.20%, Grade 4 11.37%

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 (96%)
- Low student/teacher ratio (16.1:1)
- Disciplinary Placements (0%)

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: 56% 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 2023-2024 school year:

- 4th Grade Reading- 92% approaches, 76% meets, 44% masters
- 4th Grade Math- 88% approaches, 62% meets, 35% masters
- 3rd Grade Reading- 88% approaches, 56%meets, 30% masters
- 3rd Grade Math- 82% approaches, 59% meets, 21% 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 10% above or higher than the state on the 2023-2024 Math and Reading STAAR test. The STAAR test was redesigned with new test items in both subjects, along with short and extended constructed responses in reading. Most subpopulations met their target performance goal in both subjects. According to the end-of-year BAS data, 62% of Kindergarten, 62% of 1st grade, and 71% 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, MAP, Released STAAR documents, common formative assessments, 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 Performance Matters 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 MTSS team. Teachers participate in goal setting using SMART goals 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, including many 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 MTSS 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. 49% of certified staff have ten years plus experience. 54% of the staff are ELL certified, and 38% 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 are trained to 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: 76% 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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

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

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

Goals

Goal 1: Foster a strong sense of community & ethical values in our students.

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





Evaluation Data Sources: discipline referrals, # of threat assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will participate in Unity Day activities provided by the counselor.</p> <p>Strategy's Expected Result/Impact: Students learn strategies to show kindness and acceptance.</p> <p>Staff Responsible for Monitoring: Teacher/Counselor</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Foster a strong sense of community & 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		
Strategy 1: Participate in restorative discipline practices. Staff Responsible for Monitoring: All Staff Title I: 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Anti-Bullying programs are provided to students. Strategy's Expected Result/Impact: Anti-bullying assembly Staff Responsible for Monitoring: Counselor Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 3: The campus attendance rate will be at 97% or higher.

Evaluation Data Sources: Campus attendance reports





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

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.

Performance Objective 1: Hartman will host family engagement nights to involve parents and other family members in their students' education.

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement regular programs on communication with parents through newsletters, notes, Parent Square, 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 3 Details	Formative Reviews		
<p>Strategy 3: Provide an academic parent engagement night that includes 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 for parent engagement - Title I - \$1,100</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase parent capacity to assist their students with academic success with activities they can do at home. Staff Responsible for Monitoring: Principal/Title 1 Facilitator Title I: 4.2	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: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational 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		
Strategy 1: Intentional small group lesson plans Staff Responsible for Monitoring: Teachers Title I: 2.5	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Reading and math interventionists work with students who are 25% on MAP. Strategy's Expected Result/Impact: Progress monitoring Staff Responsible for Monitoring: Teachers/Interventionist Title I: 2.5	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a paraprofessional in addition to teacher tutors including snacks for tutoring. Strategy's Expected Result/Impact: Increase in MAPS scores and support Pre-K. Staff Responsible for Monitoring: Principal and Title 1 Instructional Facilitator Title I: 2.4 Funding Sources: Teacher Tutors - Title I - \$6,500, Tutoring Snacks - Title I - \$500	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational 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>Strategy 1: Implement guided reading and read-aloud 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</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</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaboration with the MTSS team on strategies to help students and identify students in need of additional intervention. Staff Responsible for Monitoring: Teachers/MTSS team</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will have the opportunity to take educational field trips and have reverse field trips/guest speakers to allow learning experiences brought to them. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: In-house Guest speakers /reverse field trips - Title I - \$2,000</p>	Formative		
	Dec	Mar	June

 No Progress

 Accomplished


 Continue/Modify

 Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational 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: 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 2 Details	Formative Reviews		
<p>Strategy 2: 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
			

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

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.





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

Evaluation Data Sources: BAS data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize decodables to help students learn how to read. Strategy's Expected Result/Impact: Increase phonemic awareness 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: Incorporate UFLI lessons throughout Kindergarten through 2nd grade. Staff Responsible for Monitoring: Teachers</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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.





Performance Objective 7: Provide special services to students identified as dyslexic.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hartman will provide Alphaphonics services to students who qualify and utilize the Take Flight curriculum.</p> <p>Strategy's Expected Result/Impact: Increase reading accuracy and fluency.</p> <p>Staff Responsible for Monitoring: Alpha-Phonics/Dyslexia Therapist Teacher</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: 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: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.

Performance Objective 8: 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		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>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</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.





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

Evaluation Data Sources: Assessments/TELPAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Inclusion and pull-out services to address specific academic needs as students acquire the language. Staff Responsible for Monitoring: ELL teacher	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 3: Encourage involvement in extracurricular activities to enhance character development and academic success.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize students for character and academic achievements, such as "Jimmy Johns" student of the week, Pawsitivity punches, and paws4applause announcements. Staff Responsible for Monitoring: All Staff	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Classroom teachers will integrate research-based character education. Staff Responsible for Monitoring: Principal/Counselor/Teachers	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Leadership will follow the district interview process to recruit highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 4: Attract, retain, develop, 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		
Strategy 1: Provide ongoing professional development to support teacher growth and student success. Staff Responsible for Monitoring: Administration Title I: 2.5	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 4: Attract, retain, develop, and value a quality staff.

Performance Objective 3: By the end of the 2024-2025 school year, all language arts teachers who teach EL students will have the ESL Supplemental Certification.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus administration team will audit their LA teachers to determine who needs the ESL certification. Staff Responsible for Monitoring: Administration and ELL Teacher	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Work in collaboration with Special Services for non-ESL-certified teachers to obtain their ESL certification by covering the costs associated with the assessment. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

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 equitable access to software, technology, and manipulatives to promote small-group activities.</p> <p>Strategy's Expected Result/Impact: Log-in information from specified programs</p> <p>Staff Responsible for Monitoring: Campus, District, Technology Personnel</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Manipulatives - Title I</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: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

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. Strategy's Expected Result/Impact: Log of the number of students participating. Pictorial Diary of students participating in activities. Staff Responsible for Monitoring: Counselor/Teachers</p> <p>Title I: 2.6, 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 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 2: Classroom teachers will integrate college and career awareness into core subject areas at least three times per nine-week 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: The 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;"> <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		
Strategy 1: Conduct awards ceremonies for Hartman students every 9 weeks. Staff Responsible for Monitoring: Administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will earn punches and redeem their Pawsitivity Punch cards to celebrate excellence, achievement, and growth. Strategy's Expected Result/Impact: Increased engagement, motivation, and student growth. Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Monthly Hartman Huddle to spotlight students academics and character. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 8: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1: During the 2024-25 School Year, an armed security guard or School Resource Officer (SRO) will be on campus daily.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Security will conduct weekly door checks, daily monitor the arrival and dismissal of K-4, AM and PM PK/ECLC, monitor deliveries to the cafeteria, and monitor the playground before school and during recess.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abigail McFadin	Title 1 Instructional ParaProfessional	Title 1	1
Julie Gray	Title 1 Instructional Facilitator	Title 1	1

Site Based Decision Making Committee

Committee Role	Name	Position
District-Level Professional	Jill Vasquez	Director of Special Services
Parent Representative	Jackie Madding	Parent Rep
Community Representative	Elizabeth Chavez	Community Rep
Classroom Teacher	Kameka Banks	Teacher
Instructional Specialist	Sarah Johnson	Dyslexia Therapist
Administrator	Arley Barton	Assistant Principal
Title 1 Instructional Facilitator	Julie Gray	Instructional Specialist
Administrator	Vanessa Hudgins	Principal

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Smore Online Newsletter, newsletters with academic tips		\$0.00
2	1	3	Materials and supplies, books for parent engagement		\$1,100.00
2	2	3	Teacher Tutors		\$6,500.00
2	2	3	Tutoring Snacks		\$500.00
2	3	4	In-house Guest speakers /reverse field trips		\$2,000.00
5	1	1	Manipulatives		\$0.00
Sub-Total					\$10,100.00
Budgeted Fund Source Amount					\$10,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$10,100.00
Grand Total Spent					\$10,100.00
+/- Difference					\$0.00