

Hartman Middle School

Building Champions for the Future

Action Plan

2025-2026



Gloria Zavala, Principal

District Core Values

- 1: All students can learn and reach his or her potential.
- 2: Effective teachers make the most difference in student academic performance.
- 3: For every child to succeed, we must hold students and ourselves to high expectations.
- 4: We value parent engagement and community support.
- 5: We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable.
- 6: We value equity and commit to reducing inequities inherent in the education system.

Hartman Middle School Vision

Charting a Course to Excellence: Nurturing curious minds, fostering critical thinking, and empowering our crew to sail toward a brighter tomorrow with emotional intelligence and intentional decision-making.

Needs Related to Improving Student Achievement Outcome Data

- ☐ Consistency in culture
- ☐ Tutoring throughout the year
- ☐ Data meetings with students
- ☐ Analyze the entire student population BEFORE school starts
- ☐ Coaching (proper)
- ☐ Backwards planning
- ☐ Weekly/Biweekly Assessments (School created)
- ☐ Accessibility training (i.e. keyboarding)
- ☐ Intervention-addressing & planning well
- ☐ Extended Friday clear guidance
- ☐ Student goal sheets

Needs Related to Improving Special Education Accountability and Quality of Instruction

- ☐ Services are ready & available for the students
- ☐ Training for SLC-STD teachers
- ☐ Accommodations training & modeling
- ☐ Strategically cohorting
- ☐ Clear co-teacher model expectations
- ☐ PD on effective accommodations
- ☐ More teacher/sped teacher collaboration
- ☐ Proper placement & supports
- ☐ Teacher training
- ☐ How to fit SpEd into the NES model

Needs Related to Improving Campus Culture

- ☐ Parent conferences
- ☐ Adding joy factor
- ☐ Teacher & student celebrations
- ☐ Book study: 7 Habits to Highly Effective People
- ☐ Dress code & cell phone policy with enforcement
- ☐ Hallway supervision/classroom check-ins
- ☐ ISS structure (assignment completion & attendance process)
- ☐ Committee (i.e. Sunshine)
- ☐ Staff celebrations & socials (get to know each other)
- ☐ Consistency
- ☐ Accountability
- ☐ Communication
- ☐ More Diversity

Needs Related to Improving the Utilization of High-Quality Instructional Materials

- ☐ Ensuring NES model is followed with fidelity
- ☐ Teacher walkthroughs to observe best practices
- ☐ Interactive coaching (i.e. Coaching Menu)
- ☐ Projects
- ☐ Lesson Material
- ☐ Lesson Cycle (pre-teach of genre/skill)
- ☐ Interactive lessons
- ☐ Tech based lessons & activities in conjunction
- ☐ What does an exemplary lesson consist of?
- ☐ Zearn/Amplify visual tracking & incentives

Needs Related to Improving Staff Capacity & Leadership Density

- ☐ Utilize teacher leaders (using experiences & skills)
- ☐ Delegating
- ☐ Incentives
- ☐ Write process sheets (procedures for how to enroll; how to request accommodations, etc.)
- ☐ Team building events, activities, etc.
- ☐ Proactiveness & transparency
- ☐ Leaders being on one accord before talking with staff
- ☐ Relevant PDs (Differentiated)
- ☐ Accountability for all

Needs Related to Improving Emergent Bilingual (EB) Accountability

- ☐ Training on how to support EBs
- ☐ Modeling/examples
- ☐ Spanish-speaking teachers
- ☐ Measure growth (i.e. TELPAS benchmarks)
- ☐ LPAC documentation
- ☐ Basic skills class for newcomers
- ☐ EB walks for support
- ☐ Cultural connections for newcomers (life in the US, grades, credits, attendance, promotion, norms, behavior expectations, etc.)
- ☐ Parent involvement
- ☐ EB exemplary lesson

Needs Related to Improving Second Teach

- ☐ Plan mini-lessons (same "I do, we do, & you do")
- ☐ Stamp learning
- ☐ Multiple at-bats opportunities
- ☐ Review DOL (same text)
- ☐ TEKS focused
- ☐ Interactive
- ☐ Resources & materials that change how instruction is provided (slides vs. hands-on)
- ☐ DOL data to drive second teach
- ☐ L/S1 vs S2/A teaching → focus on gap closure
- ☐ Second teach data to boost DOL score/grade

Key Actions Need based on campus need assessment
1. Increase the quality of instruction by fine tuning the goals and support 2. Create a culture of accountability and positive collaboration across staff members through feedback, collaboration with admin, and accountability 3. Create a positive and safe learning environment for all Hartman students 4. Ensure we are closing the gaps of our English learners by developing their English proficiency in reading, writing, listening and speaking

Key Indicators:

- 1. Develop teacher capacity to ensure that high-quality instruction is executed and accessible for all students.**
- 2. Improve English language proficiency in writing, reading, listening, and speaking for all students**
- 3. Cultivate a positive and safe learning environment through a system of structure, joy, and accountability for all students.**
- 4. Increase the high-performance culture of accountability and positive collaboration across staff members through feedback, collaboration with admin, and accountability.**

Key Action 1: Instructional

Key Action	Develop teacher capacity to ensure that high-quality instruction is executed and accessible for all students.
Indicators of success	☐ Based on MOY NWEA MAP data, 40% of students will show growth of at least .6 years. By EOY NWEA MAP data, 55% of students will have 1.2 years of growth. ☐ Based on MOY NWEA MAP data, over 35% of students being served by special education services will show over .6 years of growth in mathematics. By EOY NWEA MAP data, we will see that over 50% of students being served by special education services will show over 1.2 years of growth for mathematics. ☐ Based on MOY NWEA MAP data, over 50% of emergent bilingual students will increase the overall student achievement average by 5% on 2-8 NWEA MAP Reading. Based on EOY NWEA MAP data, over 50% of emergent bilingual students will increase the overall student achievement average by 10% on 2-8 NWEA MAP Reading.
Specific Action School Leaders	☐ Instructional leaders will provide on the job coaching (almost daily) and written feedback at least twice a month. ☐ Instructional leaders will provide a model of instructional moves (in PLCs, in class, and on the spot) and teacher examples (for peer observation and learning) that can support other teachers around authentic student learning throughout the campus. ☐ Instructional leaders will meet with PLC's once a week to provide targeted support aligned to the campus trend of the week. ☐ Instructional leaders will attend professional development focused on increasing the quality of instruction. ☐ Instructional leaders will have a teacher leader for each department, to strengthen the communication and collaboration among staff and admin. ☐ Instructional leaders will lead Data PLCs after every assessment so that specific and targeted remediation occurs.
Specific Actions-Staff	☐ Teachers will implement the on the job coaching (almost daily) and written feedback that is given at least twice a month. ☐ Teachers will be provided models of instructional moves (In PLC, in class, and on the spot) and teacher examples (for peer observation and learning) that can support other teachers around authentic student learning throughout the campus. ☐ Teachers will implement their new learnings in their class to further their own instructional practice. ☐ Teachers will meet with PLCs once a week to learn and implement the targeted support aligned to the campus trend of the week.

	☐ Teachers will plan daily with their teams to ensure alignment, practice, and collaboration. ☐ Teachers will attend professional development focused on increasing the quality of instruction and implement the new learning in their lessons. ☐ A select number of teachers will be teacher leaders for each department, to strengthen the communication and collaboration among staff and admin. ☐ Teachers will attend and implement the learnings from Data PLCs that occur after every assessment so that specific and targeted remediation occurs. ☐ Teachers will internalize, customize, and execute high quality lessons, every day.
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Staff Development	Who:	Teachers and leaders
	What:	Teachers will receive weekly coaching, learning, and professional development. Leaders will receive weekly training by the principal and district personnel, on the job coaching, and monthly district trainings
	When:	On professional development days, on the job coaching, professional learning communities, and demo days.
	Where:	On campus or in district spaces.
Budget	Staff Development:	NA
	Materials	NA
	Purchased Services	NA
	Other:	NA
	Other	NA

Key Action 2: Language

Key Action	Improve English language proficiency in writing, reading, listening, and speaking for all students by embedding best sheltered instruction practices
Indicators of success	☐ By the end of the academic year, 40% of students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite. ☐ By September 2025, 100% of students will have written their BOY Essay and it will be scored according to the TEA STAAR Rubric for a BOY score. By December 2025, 100% of students will have written an essay to show over 50% of growth on their essay compared to their BOY essay using the TEA STAAR Rubric. By April 2026, 100% of students will have written an essay to show over 80% of growth on their essay compared to their BOY essay using the TEA STAAR Rubric.
Specific Action School Leaders	☐ Instructional leaders will conduct professional development that will focus on mastery of how to execute lessons where students read, write, discuss, and listen to one another. ☐ Instructional leaders will provide weekly feedback on lesson plans to ensure the 4 domains of language are intentionally planned for every lesson. ☐ Leaders will lead professional development on how to execute SCR in lessons and how to elevate student writing across all contents. ☐ In addition to weekly content PLCs, leaders will hold grade level PLC once a month to showcase trends, align as a grade level, and create plans for students needing support in writing and reading across contents. ☐ Instructional leaders will provide teachers professional development on how to rate and write an essay aligned with the TEA STAAR Rubric, in order to support student learning. ☐ Instructional leaders will provide teachers professional development on TELPAS expectations and strategies for preparing students to increase their English language proficiency by one proficiency level. ☐ Conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students.
Specific Actions-Staff	☐ Teachers will attend professional development that will focus on mastery of how to execute lessons where students read, write, discuss, and listen to one another. ☐ Teachers will adjust lesson plans based on weekly feedback to ensure the 4 parts of language are intentionally planned for every lesson. ☐ Teachers will implement professional development learning on how to execute SCR in lessons and how to elevate student writing across all contents.

	☐ Teachers will attend grade level PLC once a month to learn about trends, align as a grade level, and create plans for students needing support in writing and reading across contents. ☐ Teachers will attend professional development on how to rate and write an essay aligned with the TEA STAAR Rubric, in order to support student learning. ☐ Teachers will execute writing lessons in their classroom to ensure that 100% of students write an essay at BOY and EOY. ☐ Teachers will embed SCR's in all contents to ensure the writing is being developed across contents. ☐ ELDs will offer a TELPAS TALKS preparation course monthly, teaching students how to use study skills and academic language to improve their English language proficiency. ☐ Teachers will incorporate TELPAS language expectations and strategies into their daily lessons.
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Staff Development	Who:	Teachers and leaders
	What:	Teachers will receive weekly coaching, learning, and professional development. Leaders will receive weekly training by the principal and district personnel, on the job coaching, and monthly district trainings
	When:	On professional development days, on the job coaching, professional learning communities, and demo days.
	Where:	On campus or in district spaces.
Budget	Staff Development:	NA
	Materials	NA
	Purchased Services	NA
	Other:	NA
	Other	NA

Key Action 3: Culture

Key Action	Increase the high-performance culture of accountability and positive collaboration across staff members through feedback, collaboration with administrators, and accountability.
Indicators of success	☐ By our Fall Survey, 60% of teachers will agree or strongly agree to the following statement from the Culture & Climate Survey, “My school has an effective instructional leadership team.” By our Spring Survey, 75% of teachers will agree or strongly agree to the following statement from the Culture & Climate Survey, “My school has an effective instructional leadership team.” ☐ By December 2025, all teachers, teacher apprentices, and learning coaches will have a minimum of 4 coaching cycles, which include an observation, coaching plan, and close out observation. By May 2026, all teachers, teacher apprentices, and learning coaches will have a minimum of 8 coaching cycles, which include an observation, coaching plan, and close out observation.
Specific Action School Leaders	☐ On a weekly basis, the instructional leadership team will tier teachers based on Domain 2 to ensure coaching cycles are strategic from week to week. ☐ On a weekly basis, leaders will spend time setting up their calendar to plan out the details of the coaching cycles needed for their tiered teachers. ☐ On a weekly basis the principal will check instructional leaders’ calendars to ensure that they have planned and are executing calendars detailing their coaching cycles ☐ Principal will train the instructional leaders on conducting coaching cycles for teachers. ☐ Instructional leaders will conduct coaching cycles weekly to ensure all teachers are coached to success ☐ Leaders will engage in face to face feedback after every spot observation ☐ Leaders will ensure that teachers are aware of the coaching plan in place and will collaborate with the teachers to create the plan of support.
Specific Actions-Staff	☐ On a weekly basis, teachers will engage in coaching plans, co-created with administrators ☐ Teachers will understand their coaching plans and implement the plan. ☐ Teachers will implement feedback from instructional leaders and peers. ☐ Teachers will engage in face to face feedback after every spot observation and co-design next steps with leaders. ☐ Teachers will work to ensure they increase with every spot observation and coaching plans. ☐ Teachers will work to increase their Domain 2 spot observations and will collaborate with leaders to execute best practice.

Staff Development	Who:	Teachers and leaders
	What:	Teachers will receive weekly coaching, learning, and professional development. Leaders will receive weekly training by the principal and district personal, on the job coaching, and monthly district trainings
	When:	On professional development days, on the job coaching, professional learning communities, and demo days.
	Where:	On campus or in district spaces.
Budget	Staff Development:	NA
	Materials	NA
	Purchased Services	NA
	Other:	NA
	Other	NA

Key Action 4: Special Education

Key Action	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of success	☐ Throughout the academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ☐ 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ☐ By the Fall 2025 Special Education Folder Audit, 80% of folders audited will show that a parent attended the ARD committee meeting.
Specific Action School Leaders	☐ Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. ☐ Ensure special education teachers are utilizing Goalbook to create measurable goals. ☐ Work with the Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool. ☐ Principal/Assistant Principals conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.
Specific Actions-Staff	☐ Special education teachers will participate in the Standards-Based IEP Process training through TEA Learns. ☐ Special education teachers leverage Goalbook to create measurable goals. ☐ Implement training received from the Special Education Division Unit team to document accommodations and modifications in PowerSchool. ☐ Implement feedback received from principal and assistant principals during classroom walkthroughs.

Staff Development	Who:	Special Education Teachers and leaders
	What:	Teachers will receive weekly coaching, learning, and professional development. Leaders will receive weekly training by the principal and district personal, on the job coaching, and monthly district trainings
	When:	On professional development days, on the job coaching, professional learning communities, and demo days.
	Where:	On campus or in district spaces.
Budget	Staff Development:	NA

	Materials	NA
	Purchased Services	NA
	Other:	NA
	Other	NA