

# 122 - HARTMAN School Improvement Plan



**Problem Statement:** At Hartman Elementary School, a significant portion of students are not meeting grade-level expectations in the area of English Language Arts. Based on the 24-25 NSCAS ELA assessment, 26% of 3<sup>rd</sup>-5<sup>th</sup> grade students demonstrated proficiency by scoring “On-Track” or “Advanced”. This is a 3.6% increase from the 23-24 NSCAS ELA assessment. According to Spring 2025 ELA MAP data, 30% (122 students) of Hartman students (K-5) scored at or above the 50<sup>th</sup> percentile for achievement. Based on Spring 2025 ELA MAP data, 57.3% (231 students) of Hartman students (K-5) met their projected growth goal for Fall 2024-Spring 2025. This is an increase of 8.5% from the percentage who met their ELA MAP growth goal for the 23-24 school year. While this reflects growth from the previous year, Hartman’s achievement percentile remains below the threshold of the 36% that is required to achieve a “Good” classification under the AQuESTT system.

**Root Causes:**

1. Vocabulary (background knowledge)
2. Stamina
3. Informational Texts

Goal 1: By May 2026, we will move from 28% to 49% of Hartman’s 3<sup>rd</sup>-5<sup>th</sup> grade ELA NSCAS Assessments will be categorized as on-track or advanced. This is an increase of 15% and will get Hartman on-track to attaining 100% by Spring of 2030 (Moonshot Goal). Additionally, 45% of our K-5 students will be performing at or above the 50<sup>th</sup> percentile on the Spring 2026 ELA MAP assessment.

<p><b>Strategy:</b> What will we focus on to achieve our goal-our commitments?</p>	<p><b>Actions:</b> To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p><b>Success Criteria:</b> What are we expecting to see and hear from the leadership team and teachers?</p>	<p><b>Progress/Outcomes</b> What evidence will we use to monitor student progress?  When and with what frequency will we monitor the data?</p>		<p><b>Professional Development:</b> What will you teach to support effective strategy implementation?  <b>Budget Planning</b></p>
<p>1. Collaborative planning with grade level teams focused on building vocabulary and background knowledge.</p>	<ul style="list-style-type: none"> <li>• Provide visuals and other media resources to build students’ vocabulary and background knowledge.</li> <li>• Meet weekly with grade-level teams for collaborative planning on cycle days 1 &amp; 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Check for progress using the Plan, Do, Check, Act cycle</li> <li>• Weekly reflection at PLC meetings regarding the effectiveness of vocabulary and building background strategies</li> <li>• Collect and analyze student work and assessment data</li> </ul>	<p>School Wide</p>	<p>Review MAP data after testing sessions (September 2025, January 2026, May 2026)  Review ELPA data (fall 2025, winter 2026)</p>	<ul style="list-style-type: none"> <li>• PD focused on research-based strategies to support vocabulary and building background</li> <li>• Opportunities for grade levels to share their PLC work at staff meetings</li> </ul>

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	<ul style="list-style-type: none"> <li>Implement progress monitoring system to track student success</li> </ul>		Grade Level	Review Formative and Summative assessments at Grade Level Meetings (cycle day 1)	
			Collaborative Team	Quarterly ELEOT observations	
<p>2. Continue to build student reading stamina</p>	<p><b>Start Small and Build Gradually</b></p> <ul style="list-style-type: none"> <li>Begin with short reading sessions (5-10 minutes).</li> <li>Slowly increase the time by a minute or two each day or week as their endurance grows.</li> </ul> <p><b>Set Clear Goals and Celebrate Progress</b></p> <ul style="list-style-type: none"> <li>Set achievable goals (e.g., read for 10 minutes or finish a chapter).</li> <li>Celebrate successes with praise, stickers, or small rewards.</li> </ul> <p><b>Use Timers or Reading Trackers</b></p> <ul style="list-style-type: none"> <li>Visual timers show how long to read, helping kids stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>Check for progress using the Plan, Do, Check, Act cycle</li> <li>Student can read independently for at least 10–15 minutes without losing focus</li> <li>Student shows fewer signs of distraction during reading time (e.g., less fidgeting or off-task behavior).</li> <li>Student can finish a book or reading passage appropriate to their level without frequent breaks.</li> <li>Student uses strategies like tracking with finger or using a timer.</li> </ul>	School Wide	Weekly review of Amira (K-3) usage	<ul style="list-style-type: none"> <li>PD focused on research-based strategies to support reading stamina</li> <li>Opportunities for grade levels to share their PLC work at staff meetings</li> </ul>
			Grade Level	Review ELA Summative Assessments after the completion of each module	
			Collaborative Team	Grade Level Meetings (every cycle day 1)	

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	<ul style="list-style-type: none"> <li>Reading logs can track progress and motivate continued effort.</li> </ul> <p><b>Build Vocabulary and Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>Discuss new words and ideas in the books.</li> </ul>				
<p>3. We will commit to exposing our students to more informational texts on grade level</p>	<ul style="list-style-type: none"> <li>Utilize informational text embedded within our district's HQIM</li> <li>Incorporate informational texts in small group instruction (book room resources, Rigby Leveled Readers, science readers, social studies explorer magazines)</li> <li>Utilize backwards planning to plan for intentional discussions related to informational texts (ie: text and graphic features, captions, author's purpose)</li> <li>Implement scaffolds to support comprehension of informational texts</li> </ul>	<ul style="list-style-type: none"> <li>Check for progress using the Plan, Do, Check, Act cycle</li> <li>Weekly reflection at PLC meetings regarding the effectiveness of vocabulary and building background strategies</li> <li>Collect and analyze student work and assessment data</li> </ul>	School Wide	Review MAP data <b>after each testing session</b>	<ul style="list-style-type: none"> <li>PD for primary teachers related to strategies for complex texts: talk-read-talk-write, 3-reads protocol, 4-step close reading protocol, T-chart pair and defend</li> </ul>
Grade Level	Review Formative and Summative assessments <b>at Grade Level Meetings (every cycle day 1)</b>				
Collaborative Team	<b>Quarterly</b> ELEOT observations				

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- Plan for utilizing strategies for complex text: talk-read-talk-write, 3-reads protocol, 4-step close reading protocol, T-chart pair, and defend

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**Problem Statement:** At Hartman Elementary School, a significant portion of students are not meeting grade-level expectations in the area of Math. Based on the 24-25 NSCAS Math assessment, 27% of 3<sup>rd</sup>-5<sup>th</sup> grade students demonstrated proficiency by scoring “On-Track” or “Advanced”. This is a 1.1% increase from the 23-24 NSCAS Math assessment. According to Spring 2025 Math MAP data, 29% (121 students) of Hartman students (K-5) scored at or above the 50<sup>th</sup> percentile for achievement. Based on Spring 2025 Math MAP data, 46.6% (189 students) of Hartman students (K-5) met their projected growth goal for Fall 2024-Spring 2025. This is a decrease of 7.6% from the percentage who met their Math MAP growth goal for the 23-24 school year. Hartman’s achievement percentile remains below the threshold of the 36% that is required to achieve a “Good” classification under the AQuESTT system.

**Root Causes:**

1. Academic Vocabulary related to math
2. Comprehending word problem and identifying which operation(s) to utilize
3. Lack of spiral review of concepts that are not covered until later in the school year

Goal 2: By May 2026, we will move from 27% to 36% of Hartman’s 3<sup>rd</sup>-5<sup>th</sup> grade Math NSCAS Assessments will be categorized as on-track or advanced. Additionally, 36% of our K-5 students will be performing at or above the 50<sup>th</sup> percentile on the Spring 2026 Math MAP assessment.

<p><b>Strategy:</b> What will we focus on to achieve our goal-our commitments?</p>	<p><b>Actions:</b> To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p><b>Success Criteria:</b> What are we expecting to see and hear from the leadership team and teachers?</p>	<p><b>Progress/Outcomes</b> What evidence will we use to monitor student progress?  When and with what frequency will we monitor the data?  LINK to monitoring sheet within each Toolkit Here</p>		<p><b>Professional Development:</b> What will you teach to support effective strategy implementation?  LINK to annual professional learning plan Here</p>
<p>1. Collaborative planning with grade level teams focused on building academic vocabulary and background knowledge.</p>	<ul style="list-style-type: none"> <li>• Provide visuals/anchor charts and other media resources to build students’ vocabulary and background knowledge.</li> <li>• Meet weekly with grade-level teams for collaborative planning focused on</li> </ul>	<ul style="list-style-type: none"> <li>• Check for progress using the Plan, Do, Check, Act cycle</li> <li>• Weekly reflection at PLC meetings regarding the effectiveness of vocabulary and building background strategies</li> <li>• Collect and analyze student work and assessment data</li> </ul>	<p>School Wide</p>	<p>Review MAP data after each testing session</p>	<ul style="list-style-type: none"> <li>• PD focused on implementing the 3-Reads Protocol in math</li> </ul>
<p>Grade Level</p>	<p>Review Formative and Summative Assessments at Grade Level</p>				



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<p>concepts throughout the year—specifically concepts that typically are not introduced until later in the curriculum pacing</p>	<ul style="list-style-type: none"> <li>Daily math warm-ups that target grade-level specific content review</li> <li>Highlight math concepts in other curricular areas</li> <li>Incorporate math concepts into purposeful play centers (KDG)</li> <li>Use enVision daily math review problems</li> </ul>	<ul style="list-style-type: none"> <li>KDG: teachers and paras engaged in conversations with students related to math concepts during purposeful play</li> </ul>	Grade Level	Review Formative and Summative assessments at Grade Level Meetings (every cycle day 1)	<ul style="list-style-type: none"> <li>PD focused on utilizing daily math review problems and task analysis</li> </ul>
			Collaborative Team	Work analysis at Grade Level Meetings (every cycle day 1)  Quarterly ELEOT observations	

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**Problem Statement:** At Hartman, 20.68% of K-5 students were considered chronically absent, missing 10% or more of the 2024-2025 school year.

**Root Causes:** Students missing more than 10% of the school year can be caused by a combination of factors including, but not limited to: inadequate access to transportation, poor health and extenuating medical circumstances, family instability or personal challenges, and lack of engagement or motivation.

**Goal 3:** By May 2026, less than 14% of Hartman students will be considered chronically absent based on the District Tableau.

<p><b>Strategy:</b> What will we focus on to achieve our goal-our commitments?</p>	<p><b>Actions:</b> To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p><b>Success Criteria:</b> What are we expecting to see and hear from the leadership team and teachers?</p>	<p><b>Progress/Outcomes</b> What evidence will we use to monitor student progress?  When and with what frequency will we monitor the data?  LINK to monitoring sheet within each Toolkit Here</p>		<p><b>Professional Development:</b> What will you teach to support effective strategy implementation?  LINK to annual professional learning plan Here</p>	
<p>Building Relationships</p>	<p>Encourage teachers to build relationships with students, as well as families.</p>	<p>Messages on Class Dojo, SeeSaw, or email  Phones Calls Home After 2 Consecutive Missed School Days  Positive Notes Home  Attendance at After School Events  Phone Call and Letters Home to Help Address Barriers to Attendance</p>	<p>School Wide</p>	<p>Attendance team will check tableau at weekly meetings.  Attendance rates will be reviewed at bi-weekly Grade Level Meetings so teachers can identify students of concern.</p>	<p>SEL, RULER, CASEL Competencies  MTSS-B Trainings  Excused vs. Unexcused Absences information to help teachers partner with attendance team in promoting good attendance</p>	
			<p>Grade Level</p>	<p>See Above</p>		
			<p>Collaborative Team</p>	<p>See Above</p>		

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Effective Communication	<p>Communicate with parents and students about the importance of attendance—including information specifically regarding missed minutes</p> <p>Provide resources to help with attendance barriers</p> <p>Notify parents when students have hit attendance milestones (i.e., 5, 10, 15, and 20 days missed)</p>	<p>Develop a list/notice for parents that outlines the importance of students’ attendance and explains excused vs. unexcused absences</p> <p>Keep parents in communication with quarterly report cards regarding attendance and calls when students reach 5, 10, 15, and 20 days</p>	School Wide	<p>Attendance team will check tableau at weekly meetings.</p> <p>Attendance rates will be reviewed at bi-weekly Grade Level Meetings so teachers can identify students of concern.</p>	<p>SEL, RULER, CASEL Competencies</p> <p>MTSS-B Trainings</p> <p>Excused vs. Unexcused Absences information to help teachers partner with attendance team in promoting good attendance</p>
			Grade Level	Grade level teachers make phone calls home after 2 consecutive missed days	
			Collaborative Team	See Above	
Attendance Recognition	<p>Identify students for weekly check-ins and encouragement/celebrations for positive growth regarding attendance</p> <p>Implement recognition techniques regarding attendance</p>	<p>Weekly traveling attendance trophy for each grade level</p> <p>Quarterly celebrations for not chronic students</p> <p>Weekly attendance percents displayed for students/staff/families to view</p>	School Wide	Attendance team will check tableau at weekly meetings.	No PD required for staff regarding attendance recognition
			Grade Level		
			Collaborative Team		

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		Display list of students who are not chronic (quarterly)			
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