

Houston Independent School District
051 Hartman Middle School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Priority needs for Hartman Middle School consist of increasing reading comprehension and math problem solving for all subgroups, targeted small group instruction based on formal and informal assessments, teachers identifying and addressing individual student learning needs thus improving first instruction with alignment of lesson plans and assessments. Another priority need at Hartman Middle School is to focus on students at the approaches, meets level and adjust instruction by improving planning, executing higher level questioning techniques and scaffolding instruction. Hartman Middle School offers various programs driven by data to address students' needs. These programs consist of grade level courses, Pre-Advanced placement classes, intervention classes for Reading and Math, ESL program, Special education program and Medical Science Magnet program. The champion leadership team will model, practice, support and provide feedback, ensure safety for all children, utilize data to drive small group instruction, build content knowledge during PLC's and communicate universal schoolwide systems for best practices.

Demographics

Demographics Summary

Hartman Middle School's demographics consist of two populations, African American and Hispanic. The Hispanic population makes up 77% of all students, and the African American population makes up 23%. Our priorities include increasing reading comprehension on STAAR for all subgroups by providing targeted small group instruction based on formal and informal assessments. Teachers and instructional leaders will identify and address individual student learning needs and supports. This process will improve first-time instruction by aligning lesson plans, assessments, and interventions. Hartman Middle School will increase student performance at the approaches, meets, and master's levels. Teachers and instructional leaders will improve instruction by modeling expectations, implementing higher-level questioning strategies, and scaffolding instruction to meet individual student needs. There will be an intentional focus on brick-and-mortar vocabulary strategies, sentence stems, and visuals to support English language learners. Hartman Middle School offers various data-driven programs to address student needs, regression, and learning loss. These programs consist of grade-level advanced placement classes, intervention classes that support Reading, Math, and English Language learners. The champion leadership team will model, practice, support, and provide targeted feedback to improve instruction. Teachers will engage in professional development opportunities, analyze data and build content knowledge during PLCs.

Demographics Strengths

Campus attendance increased from 77% to 83.4% during the 2020-2021 school year based on evidence from Power School attendance.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: English language learners are not exiting the LPAC process before entering the 9th grade. **Root Cause:** The campus has not effectively executed the implementation and the proper alignment of ELPS objectives with fidelity and built-in strategic checks.

Student Learning

Student Learning Summary

The evidence from STAAR data indicates that all students earned 43% at approaches, 19% at meets, and 7% at masters on all tests. STAAR Reading data indicates that all students earned 49% at approaches, 23% at meets, and 7% at masters. The STAAR Math data indicates that all students earned 41% at approaches, 15% at meets, and 5% at masters. The STAAR 7th grade Writing data indicates that all students earned 39% at approaches, 14% at meets, and 2% at masters. The STAAR 8th grade Science data indicates that all students earned 53% at approaches, 32% at meets and, 19% at masters. The STAAR 8th grade Social Studies data indicates that all students earned 26% at approaches, 4% at meets, and 1% at masters. The evidence from STAAR indicates that African American students outperformed Hispanic students in 7th-grade STAAR Writing and 8th-grade STAAR Science. The Hispanic students outperformed African American students in STAAR Reading, Math, and 8th-grade STAAR Social Studies. The evidence from STAAR indicates that Special Education students earned 28% at approaches, 22% at meets, and 7% at masters. The English language learners that are current and monitored earned 43% at approaches, 18% at meets and, 6% at masters.

Student Learning Strengths

Student learning strengths include an increase in technology applications. The partnership with Verizon has improved our students ability to leverage technology to build foundational learning skills. Students are now able to communicate with each other through approved digital platforms. As the year progresses, students will gain the mental muscle memory which will build confidence, academic growth and stem proficiency.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Student achievement and severe learning loss has occurred due to the Covid-19 pandemic, low student achievement and teacher burnout. **Root Cause:** The campus leadership team has not shown the consistency in evaluating academic programs, providing feedback to teachers in a timely fashion, documenting evidence and building teacher capacity with fidelity.

School Processes & Programs

School Processes & Programs Summary

Hartman is a Health Medical Science Dual-Language STEM Middle School. The master schedule provides support for interventions, decreases learning loss, and increases student achievement. Students who failed STAAR or did not take STAAR will take intervention classes that support reading and math development. Instructional materials were purchased to support reading and math interventions as well as afterschool tutorials. Content PLCs occur every Tuesday. The lesson plan vetting template is an instructional tool used to plan high-engaging lessons, activities and leverage small group instruction. Consistent monitoring, coaching, and feedback cycles Teachers will receive consistent coaching and feedback to ensure that students receive high-quality tier-one instruction. The CIT will be instrumental in modeling high-impact instructional strategies and training teachers to leverage technology in the classroom, build student confidence and voice while increasing stem/tech proficiency. Based on evidence from school surveys, teacher morale is low. Hartman has a campus culture team and a student reward system. Building teacher morale and celebrating success early and often will build positive campus culture. Hartman middle school is committed to promoting leaders from within the building. *Career Pathways* is a leadership opportunity, which provides structured coaching, development empowerment that builds leadership capacity, thus adding value to the school.

School Processes & Programs Strengths

The instructional program was not strong at the beginning of the school year. There was lack of consistency and low expectations. The campus began to build momentum based on explicit coaching and feedback for the school support officer. The systems needed to be tighter and the action steps prescribed should have been bite-sized. The leadership team began to consistently modeling best practice, vetting lessons, providing feedback and holding teachers accountable for all campus instructional expectations. Small group instruction will continue to be a focus. Teachers have accepted the challenge of receiving coaching and feedback to improve individual performance.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Student progress monitoring was not consistently maintained due to the Covid19 pandemic hybrid model and attendance. **Root Cause:** The lack of consistency and support to ensure students were actively participating in the hybrid educational model set forth by the district.

Perceptions

Perceptions Summary

The perception from within the building was not positive during the 2020-2021 school year. Teachers did not feel supported by the leadership team. The culture of Hartman Middle School is improving for the 2021-2022 school year. The building has been updated with murals that support the campus mission and vision while celebrating teacher, student, and staff success. Teachers and staff are celebrated for creativity, implementation of instructional strategies, and personal success. Students are adjusting to face-to-face instruction and social interactions. The campus climate continues to be a priority by providing surveys regarding professional development and other campus activities. The data from the surveys will support planning and reflection on instruction, student engagement, and parent perceptions. The core values of the campus include five fundamental areas, character, honor, attitude, motivation, pride, and sacrifice. Character reveals who you are in victory, defeat or how you respond to adversity. Honor is a trait that determines if a person is trustworthy. Attitude determines how high you will fly in life. Motivation is a choice. Do you want to reach your goals despite adversity or personal hardships? Pride represents what you hold dear to your heart, and sacrifice is the dedication required to finish your race.

Perceptions Strengths

Hartman Middle School is committed to celebrating students, teachers, and parents. The perceptions of parents are very important to the growth, development of the school. Parents can get problems resolved in an efficient manner. Students enjoy coming to school and fellowshiping with their friends. The extra-curricular activities and after school programs have been a positive advertisement for the school. The parents perceive that the school is safe by the actions of the leadership team, teachers, officers, and students. Parents model conflict resolution skills during meetings where students have disagreements. Students can use a different approach when they do not agree with opinions or actions. The strategies that are implemented to model SEL strategies provide parents with a sense of trust and belonging.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The teacher moral and school culture has declined leading teacher burnout, high absentee rate, and turn over. **Root Cause:** Areas of concern based on surveys, teachers do not feel supported, a disconnect between leadership and faculty, not celebrated and lack of clear communication.

Priority Problems of Practice

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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- 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
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (Rtl) student achievement data

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- Equity 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: No progress made toward meeting Goal

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase grade 6-8 ELAR Meets Performance Standard by 3 percentage points as measured on each assessment. ELAR STAAR Goals: 70% Approaches, 20% Meets, & 20% Masters Evaluation Data Sources: BOY Exam (August 2021), Common Assessment 1 (September 2021), Snapshot 1 (October 2021), Common Assessment 2 (November 2021), DLA (December 2021), Common Assessment 3 (January 2022), Snapshot 2 (February 2022), Common Assessment 4 (March 2022), Common Assessment 5 (April 2022)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: ELAR Dean (K. Thomas) will be utilizing the Leader Data Analysis to compare the progress based on the Meets Standard Performance Goal. ELAR Teachers will be utilizing the Teacher Data Analysis Action Plan to compare the progress based on the Meets Standard Performance Goal. ELAR Teachers will plan re-teach, intervention, or small group based on Teacher Data Analysis Action Plan.

Strategy's Expected Result/Impact: Increase teacher capacity & student achievement

Staff Responsible for Monitoring: Principal G. Johnson, Dean K. Thomas, A. Daniels, ELAR Department Chair E. Hill, Literacy Specialist B. Parker

- Action Steps:**
1. Analyze BOY Exam Data
 2. Adjust Instruction Accordingly
 3. Adjust Strategy's Expected Result/Impact

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Move 10% of students up one Tier level as measured on Renaissance EOY Evaluation Data Sources: BOY Renaissance (August 2021 -October 2021), MOY Renaissance (January 2022 - February 2022), & EOY Renaissance (April 2022 - June 2022)	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: ELAR Dean (K. Thomas) will monitor Renaissance Growth Report during Renaissance BOY, MOY, & EOY.

Strategy's Expected Result/Impact: Move student's tier level by one

Staff Responsible for Monitoring: Principal G. Johnson, Dean K. Thomas, Assistant Principal A. Daniels, & ELAR Department Chair E. Hill

- Action Steps:**
1. Analyze BOY Renaissance Growth Report
 2. Target Students for Growth for Renaissance MOY (10%)
 3. Plan Imagine Literacy Instructional Minutes Per Student Based on Tier Level

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Increase reading comprehension skills by 10% as measured by district level assessments Evaluation Data Sources: Common assessments, STAAR, District level assessments	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Increase reading opportunities for students during the instructional day and beyond the classroom.

Strategy's Expected Result/Impact: The impact on instruction is that students will increase academic vocabulary, reading comprehension and stamina.

Staff Responsible for Monitoring: Gerrol Johnson, Katina Thomas, Shelby Armstrong, Gloria Zavala, Alicia Daniels, Jeshawn Robinson and all campus staff.

- Action Steps:**
1. Analyze BOY Exam Data
 2. Adjust Instruction Accordingly
 3. Adjust Strategy's Expected Result/Impact

Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: No progress made toward meeting Goal

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase grade 6-8 Math Meets Performance Standard by 3 percentage points as measured on each assessment. Math STAAR Goals: 70% Approaches, 20% Meets, & 10% Masters Evaluation Data Sources: BOY Exam (August 2021), Common Assessment 1 (September 2021), Snapshot 1 (October 2021), Common Assessment 2 (November 2021), DLA (December 2021), Common Assessment 3 (January 2022), Snapshot 2 (February 2022), Common Assessment 4 (March 2022), Common Assessment 5 (April 2022)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Math Dean Dr. Daniels will be utilizing the Leader Data Analysis to compare the progress based on the Meets Standard Performance Goal. Math Teachers will be utilizing the Teacher Data Analysis Action Plan to compare the progress based on the Meets Standard Performance Goal. Math Teachers will plan re-teach, intervention, or small group based on Teacher Data Analysis Action Plan.

Strategy's Expected Result/Impact: Increase teacher capacity & student achievement

Staff Responsible for Monitoring: Principal G. Johnson, Dean K. Thomas, Math Content Dr. Daniels, & Math Department Chair A. Abbs

- Action Steps:**
1. Analyze BOY Exam Data
 2. Adjust Instruction Accordingly
 3. Adjust Strategy's Expected Result/Impact

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Move 10% of students up one Tier level as measured on Renaissance EOY Evaluation Data Sources: BOY Renaissance (August 2021 -October 2021), MOY Renaissance (January 2022 - February 2022), & EOY Renaissance (April 2022 - June 2022)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Math Dean Dr. Daniels will monitor Renaissance Growth Report during Renaissance BOY, MOY, & EOY.





Strategy's Expected Result/Impact: Move student's tier level by one

Staff Responsible for Monitoring: Principal G. Johnson, Dean K. Thomas, Math Content Dean Dr. Daniels, & Math Department Chair A. Abbs

- Action Steps:**
1. Analyze BOY Renaissance Growth Report

- 2. Target Students for Growth for Renaissance MOY (10%)
- 3. Plan Imagine Math Instructional Minutes Per Student Based on Tier Level

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of teachers will implement Targeted Small group instruction by targeting identified groups of students. Evaluation Data Sources: BOY Renaissance (August 2021 -October 2021), MOY Renaissance (January 2022 - February 2022), & EOY Renaissance (April 2022 - June 2022)	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 100% of teachers will implement Targeted Small group instruction by targeting identified groups of students

Strategy's Expected Result/Impact: The impact of utilizing targeted small group instruction will address learning loss and increase student achievement.

Staff Responsible for Monitoring: Principal G. Johnson, Dean K. Thomas, Math Content Dean Dr. Daniels, & Math Department Chair A. Abbs

- Action Steps:**
- 1. Analyze BOY Renaissance Growth Report
 - 2. Target Students for Growth for Renaissance MOY (10%)
 - 3. Plan Imagine Math Instructional Minutes Per Student Based on Tier Level

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS





Strategic Priorities: Expanding Educational Opportunities

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS - By June 2022, close the reading level gap by moving student 1 tier level through individualized instruction in small group and intervention settings. Weekly assessments and both the Ren360 for BOY and EOY be utilized to determine student growth.

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: No progress made toward meeting Goal

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase grade 6-8 ELAR Meets Performance Standard by 2 percentage points as measured on each assessment. ELAR STAAR Special Education Goals: 50% Approaches, 20% Meets, & 10% Masters Evaluation Data Sources: BOY Exam (August 2021), Common Assessment 1 (September 2021), Snapshot 1 (October 2021), Common Assessment 2 (November 2021), DLA (December 2021), Common Assessment 3 (January 2022), Snapshot 2 (February 2022), Common Assessment 4 (March 2022), Common Assessment 5 (April 2022)	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Special Education Administrator (S. Armstrong) will be utilizing the Leader Data Analysis to compare the progress based on the Meets Standard Performance Goal. ELAR Teachers will be utilizing the Teacher Data Analysis Action Plan to compare the progress based on the Meets Standard Performance Goal for Special Education students. ELAR Teachers will plan re-teach, intervention, or small group based on Teacher Data Analysis Action Plan.

Strategy's Expected Result/Impact: Increase teacher capacity & student achievement

Staff Responsible for Monitoring: Principal G. Johnson, Dean K. Thomas, Assistant Principal S. Armstrong, & Special Education Department Chair D. Broaden-Lewis

- Action Steps:**
1. Analyze BOY Exam Data
 2. Adjust Instruction Accordingly
 3. Adjust Strategy's Expected Result/Impact

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 2: Measurable Goal 2: By June 2022, students will close the gap by increasing approaches from did not meets by 10% by including all students who were not successful on STAAR and students who did not take STAAR into an intervention class to receive additional reading and math support.

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities: Transforming Academic Outreach, Increasing Organizational Efficiency

Summative Evaluation: Significant progress made toward meeting Goal

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 1: By June 2022, students will improve their daily attendance from 83.4% as evidenced during 2020 - 2021 school year to 95% for 2021 - 2022 school year as indicated by PowerSchool attendance reporting. Evaluation Data Sources: The evaluation data sources is PowerSchool attendance.				

Strategy 1: Update contact information in PowerSchool .

Strategy's Expected Result/Impact: The impact in updating the contact information in PowerSchool is expected for communication to occur with parents and students to ensure an increase in student attendance towards increased student achievement.

Staff Responsible for Monitoring: The PEIMS and Attendance clerk are responsible for correct contact information in PowerSchool.

Action Steps: Hartman Middle School will hold a Parent and Guardian event to ensure PowerSchool information is updated along with training for parents, guardians, and students to be informed and engaged anytime and anywhere access to 360-degree views of their student's performance.

Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2: Teachers will make monthly parent/guardian calls regarding attendance to encouragement attendance towards Hartman MS attendance goal or make suggestions for student improvement of increased attendance.

Strategy's Expected Result/Impact: The impact of connecting with parents and guardians monthly are expected to increase the communication with parents/guardians to ensure an increase in student attendance towards increased student achievement.

Staff Responsible for Monitoring: The Attendance Administrator will monitor this process.

Action Steps: Teachers will call parents and guardians of their second period students to provide parents with updated information on students overall attendance for the month with encouragement or suggestions of improvement. The call-logs will be turned in to the Attendance Administrator monthly. Those students with incorrect contact information will be forwarded to the PEIMS clerk to obtain the correct information for communicating with parents and guardians.

Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2: By June 2022, chronic student absenteeism will be reduced through the collaboration with Teachers and the Attendance Clerk. They will assist in our goal to maintain excellent attendance and provide assistance to families in need of support regarding attendance throughout 2021/21 school year. Evaluation Data Sources: The evaluation data source is PowerSchool Attendance and Teacher Chronic Absent Reporting Documentation.				





Strategy 1: To collaborate with the Teachers to reduce chronic absenteeism

Strategy's Expected Result/Impact: Students will be in school for instruction towards increasing student mastery.

Staff Responsible for Monitoring: Attendance Clerk and Teachers

Action Steps: 1. The attendance clerk will monitor students with 3 or more consecutive absents and communicate to parents the attendance policy. 2. The Teacher will communicate to parents the attendance policy. 3. Both parties will provide support for reconciliation of attendance if possible.

Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**

Measurable Objective 3 Details	Reviews			
<p>Measurable Objective 3: By June 2022, severe chronic absenteeism will be reduced through the collaboration with the Municipal Court Department, MCD. The Attendance Clerk will identifies students who were absent 20% or more full school days and the MCD liaison will assist in connecting with families in need of support regarding attendance by signing up with the Department and including check-ins with students and parents. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.</p> <p>Evaluation Data Sources: The evaluation data source is PowerSchool Attendance and Municipal Court Department Reports.</p> <p>HB3 Board Goal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: To collaborate with the MCD liaison to reduce severe chronic absenteeism

Strategy's Expected Result/Impact: Students will be in school for instruction towards increasing student mastery.

Staff Responsible for Monitoring: Attendance Clerk and MCD Liaison

Action Steps: 1. The Attendance Clerk will generate a list of students with 20% or more absents full school days and give to the Liaison. 2. The Liaison will connect with families to see if they will sign up with their Program to support them in the student reducing their absences along with any challenges preventing them from coming to school.

Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Summative Evaluation: Exceeded Goal

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Reduce out of school suspensions among all students in magnet, 6th, 7th, 8th and subgroups to 50 suspensions per level. Evaluation Data Sources: Monthly discipline reports, (SEL) targeted instructional, led by the principal staff, teachers and campus discipline committee members. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Focus on modeling and implementing (SEL) restorative practices and model research based best practices, building quality relationships with students and parents.

Strategy's Expected Result/Impact: Reduce out of school suspensions among all students in magnet, 6th, 7th, 8th grade and subgroups to 50 suspensions per grade level.

Staff Responsible for Monitoring: Every teacher, student, staff member and parent

Action Steps: Calendar SEL lessons for the year, train teachers on important SEL components, form discipline committee, and revise the restorative practice model and expectations for consist approach in 2021-2022.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Reduce out of school suspensions to 50 among all students in magnet, 6th, 7th, and 8th grade as it relates to participating in mutual combat by race or sex. Evaluation Data Sources: Monthly discipline reports, (SEL) restorative circles, led by the principal, staff, teachers and campus discipline committee members. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Focus on modeling and implementing (SEL) restorative practices, building quality relationships with students and parents. Provide additional support to students and staff that model best opportunities for (SEL) restorative practice.





Strategy's Expected Result/Impact: Reduce out of school suspensions among all students in magnet, 6th, 7th, 8th grade and subgroups to 50 suspensions per grade level.

Staff Responsible for Monitoring: Every teacher, student, staff member and parent

Action Steps: Calendar SEL lessons for the year, train teachers on important SEL components, form discipline committee, and revise Discipline model and expectations for consist approach in 2021-2022. Provide additional support to students and staff that model best opportunities for (SEL) restorative practice.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy -**

Additional Targeted Support Strategy - Results Driven Accountability

Measurable Objective 3 Details	Reviews			
<p>Measurable Objective 3: Reduce out of school suspensions to 50 among all students in magnet, 6th, 7th, and 8th grade as it relates to defiance and disrespect by race or sex</p> <p>Evaluation Data Sources: Monthly discipline reports, (SEL) restorative circles, led by the principal, staff, teachers, and campus discipline committee members.</p> <p>HB3 Board Goal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Focus on modeling and implementing (SEL) restorative practices, building quality relationships with students and parents. Implement a positive reward system for growth and progress towards meeting the campus goal.

Strategy's Expected Result/Impact: Reduce out of school suspensions to 50 among all students in magnet, 6th, 7th, and 8th as it relates to defiance and disrespect by race or sex

Staff Responsible for Monitoring: Every teacher, student, staff member and parent

Action Steps: Calendar SEL lessons for the year, train teachers on important SEL components, form discipline committee, and revise Discipline model and expectations for consist approach in 2021-2022.





TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Exceeded Goal

Measurable Objective 1 Details	Reviews			
<p>Measurable Objective 1: Campus wide initiative that focuses on counselors, teachers, administrators, and parents participating in ongoing in house sessions with SEL strategies, SEL restorative circles, Community outreach, Preventative and Post conflict resolution, peer mediation, and a Leadership Academy that address expectations and concerns for bullying, child abuse, suicide, sexual abuse prevention, dating violence awareness and drug, tobacco, and alcohol prevention.</p> <p>Evaluation Data Sources: Discipline reports, discipline profiles, teacher referrals, counselor sessions, student engagement</p> <p>HB3 Board Goal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Implement weekly SEL component that deals with student issues and provides platforms to discuss issues directly affecting student outcomes.

Strategy's Expected Result/Impact: Minimize number of referrals related to violence.

Staff Responsible for Monitoring: Counselors, administrators, Teachers, staff,

additional resources: CPS hotline, Sexual abuse training, Campus Police, Community leaders

Action Steps: Provide a teacher staff training that will show the value and importance in SEL. Provide a 30-35 week ongoing program that covers SEL based on Rethink ED via the HUB. Provides teachers with necessary tools to deal with issues students are dealing with and the inability to cope with life situations. Track and monitor teacher and students needing additional assistance and support. Provide necessary opportunities to strengthen and close the gap in SEL and dealing with sensitive issues. Implement and execute restorative practices to build student, teacher, and leader capacity.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percentage of growth for Grades 6-8 Special Education will increase 5% for the Approaches Standard Performance Level in Reading & Math as measured on the STAAR Assessments. Evaluation Data Sources: BOY Exam (August 2021), Common Assessment 1 (September 2021), Snapshot 1 (October 2021), Common Assessment 2 (November 2021), DLA (December 2021), Common Assessment 3 (January 2022), Snapshot 2 (February 2022), Common Assessment 4 (March 2022), Common Assessment 5 (April 2022); IEP Goals & Objectives	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Special Education Administrator (S. Armstrong) will be utilizing the Leader Data Analysis to compare the progress based on the Meets Standard Performance Goal. ELAR & Math Teachers will be utilizing the Teacher Data Analysis Action Plan to compare the progress based on the Meets Standard Performance Goal for Special Education students. ELAR & Math Teachers will plan re-teach, intervention, or small group based on Teacher Data Analysis Action Plan.

Strategy's Expected Result/Impact: Increase teacher capacity & student achievement

Staff Responsible for Monitoring: Principal G. Johnson, Dean K. Thomas, Assistant Principal S. Armstrong, & Special Education Department Chair D. Broaden-Lewis

- Action Steps:**
1. Analyze BOY Exam Data
 2. Adjust Instruction Accordingly
 3. Adjust Strategy's Expected Result/Impact

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2: Special education teachers will facilitate lessons that are students centered, engaging, and promote student growth. Teachers will plan weekly with content deans and department chairs to ensure lessons are aligned, responsive, and implemented appropriately. Department chairs and highly effective teachers will model lessons as needed.

Strategy's Expected Result/Impact: Increase teacher capacity and student achievement

Staff Responsible for Monitoring: Gerrol Johnson, Principal, Shelby Armstrong, Sped Dean, Demetria Broaden-Lewis Sped Department Chair, Katina Thomas Dean of Instruction, Gloria Zavala, Science Dean, Jeshawn Robinson, Social Studies Dean, Alicia Daniels Math Dean, Felicitie Fisher. Counselor

Action Steps: All teachers will track Sped students individual progress and implement small group instruction, utilizing instructional strategies that are consistent with sped accommodations and IEP requirements. Additional Reading and Math Intervention classes will be assigned to facilitate individualized small group instruction

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percentage of growth for Grades 6-8 Special Education will increase 3% for the Meets Standard Performance Level in Reading and Math as measured on the STAAR Assessments Evaluation Data Sources: BOY Exam (August 2021), Common Assessment 1 (September 2021), Snapshot 1 (October 2021), Common Assessment 2 (November 2021), DLA (December 2021), Common Assessment 3 (January 2022), Snapshot 2 (February 2022), Common Assessment 4 (March 2022), Common Assessment 5 (April 2022); IEP Goals & Objectives	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Special education teachers will facilitate targeted small group instruction based on individual student needs, Sped accommodations, and IEP requirements


Strategy's Expected Result/Impact: Increase teacher capacity and student performance


Staff Responsible for Monitoring: Gerrol Johnson, Principal, Shelby Armstrong, Sped Dean, Demetria Broaden-Lewis Sped Department Chair, Katina Thomas Dean of Instruction, Gloria Zavala, Science Dean, Jeshawn Robinson, Social Studies Dean, Alicia Daniels Math Dean, Felicitie Fisher. Counselor


Action Steps: All teachers will track Sped students individual progress and implement small group instruction, utilizing instructional strategies that are consistent with sped accommodations and IEP requirements. Additional Reading and Math Intervention classes will be assigned to facilitate individualized small group instruction


Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: The percentage of growth for Grades 6-8 Special Education will increase 2% for the Masters Standard Performance Level in Reading and Math as measured on the STAAR Assessments Evaluation Data Sources: BOY Exam (August 2021), Common Assessment 1 (September 2021), Snapshot 1 (October 2021), Common Assessment 2 (November 2021), DLA (December 2021), Common Assessment 3 (January 2022), Snapshot 2 (February 2022), Common Assessment 4 (March 2022), Common Assessment 5 (April 2022); IEP Goals & Objectives	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Develop targeted small group instruction with teachers. Content Deans will provide observations and feedback to teachers. Department chairs and Exemplar Teachers will model appropriate and effective small group instruction with interventions

Strategy's Expected Result/Impact: Increase teacher capacity and student performance

Staff Responsible for Monitoring: Gerrol Johnson, Principal, Shelby Armstrong, Sped Dean, Demetria Broaden-Lewis Sped Department Chair, Katina Thomas Dean of Instruction, Gloria Zavala, Science Dean, Jeshawn Robinson, Social Studies Dean, Alicia Daniels Math Dean, Felicitie Fisher. Counselor

Action Steps: All teachers will track Sped students individual progress and implement small group instruction, utilizing instructional strategies that are consistent with sped accommodations and IEP requirements. Additional Reading and Math Intervention classes will be assigned to facilitate individualized small group instruction

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Summative Evaluation: No progress made toward meeting Goal

Measurable Objective 1 Details	Reviews			
<p>Measurable Objective 1: Increase percentage of English Learners reclassifying to 36% in order to meet Domain III standards and attain 10 points as measured on TELPAS. Increase percentage of English Learners increasing at least one proficiency level to 100% as measured on TELPAS.</p> <p>Evaluation Data Sources: BOY Exam (August 2021), Renaissance (BOY-September 2021), Common Assessment 1 (September 2021), English Language Development (September-October), Snapshot 1 (October 2021), Common Assessment 2 (November 2021), DLA (December 2021), Common Assessment 3 (January 2022), English Language Development (November-January), Renaissance (MOY-January 2022), Snapshot 2 (February 2022), Common Assessment 4 (March 2022), Common Assessment 5 (April 2022), Renaissance (EOY-May 2022)</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: LPAC Administrator & Sheltered Instruction Coach (G. Zavala) will be conducting data talks with all English learners.

Strategy's Expected Result/Impact: The expected result is for all English Learners to understand what steps need to be taken to move up one proficiency level or reclassify.

Staff Responsible for Monitoring: Principal G. Johnson, Dean K. Thomas, Assistant Principal G. Zavala, Assistant Principal S. Armstrong, Assistant Principal A. Daniels, Assistant Principal T. Trevino, & Magnet Coordinator J. Robinson

- Action Steps:**
1. Calendar Out English Learner Talks
 2. Train Administrators on English Learner Talk Protocol
 3. Conduct English Learner Talks During Semester 1

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: Exceeded Goal

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: To build intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning. Evaluation Data Sources: The evaluation data source will be activities consisting of Four Fundamental Activities (4), Building Relationships (4), Linked to Learning (4), Parent Advocacy & Sharing Power (4), Honoring Families: Culture (2), Free Choice from FFS Manual (8), and Parent Led Series of Events (1)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: To increase activities for parents and guardians through Parent Advocacy and Sharing Power.


Strategy's Expected Result/Impact: The strategy is expected to equip parents with tools to reinforce campus expectations and learning through Math, Science, ELAR, Social Studies, and Electives.


Staff Responsible for Monitoring: Each department content will be responsible.


Action Steps: Each department will host a department night and provide tools for parents to assist their students in their learning for the school year.


Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The F.A.C.E goal for the 2021-2022 school year is to earn the Platinum level for the second consecutive year.	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Plan campus activities both virtual and face to face to fulfil the requirements to achieve the Platinum level.

Strategy's Expected Result/Impact: The impact of the strategy will build a positive relationship with parents and the community. Utilizing technology, providing multiple engagement opportunities will build public trust and confidence in the school.

Staff Responsible for Monitoring: Alicia Daniels, Mr. Johnson, Mrs. Thomas, Mrs. Zavala, Mr. Armstrong, Mrs. Robinson and Ms. Hurst.

Action Steps: Schedule campus/virtual activities and progress monitor to ensure that Hartman Middle School meeting the timeline for completion of all F.A.C.E. activities at the platinum level.

Board Goal 5: N/A - Additional Campus Goals





Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Met Goal

Measurable Objective 1 Details	Reviews			
<p>Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.</p> <p>Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: TBD Estimated number of students to be screened: 1034 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<p>Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: TBD Estimated number of students to be screened: 1034 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<p>Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: TBD Estimated number of students to be screened: 1034 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: TBD Estimated number of students to be screened: 1034 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: TBD Estimated number of students to be screened: 1034 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: TBD Number of AEDs on campus:	Formative			Summative
	Nov	Jan	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>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Some progress made toward meeting Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 051 Hartman Middle School

Total SCE Funds: \$22,533.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

The state compensatory funds will be used to support campus tutorials, HB4545 requirements and resources for intervention for reading and math. The tutorials will support students that need additional instruction to close gaps. The funds will also address the 30 additional hours that students need to build academic strength for STAAR and district assessments.

Personnel for 051 Hartman Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Miller, Sharlene R	Tchr, Math	1
Morgan-Stykes, Ursula Rana	Tchr, Reading, 6-12	1
Qazi, Faiza	Tchr, Science	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was a collaborative effort. Priority needs for Hartman Middle School consist of increasing reading comprehension for all subgroups, targeted small group instruction based on formal and informal assessments, teachers identifying and addressing individual student learning needs thus improving first instruction with alignment of lesson plans and assessments. Another priority need at Hartman Middle School is to focus on students at the meets/master's level and adjust instruction by improving higher level questioning techniques and scaffolding instruction. Hartman Middle School offers various programs driven by data to address students' needs. These programs consist of grade level courses, pre-Advanced placement classes, intervention classes for Reading and Math, ESL program, Special education program and Medical Science Magnet program. The champion leadership team will model, practice, support and provide feedback, ensure safety for all children, utilize data to drive small group instruction, build content knowledge during PLC's and communicate universal schoolwide systems for best practices.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The school improvement plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

1. Use of technology and blended learning to support all learners
2. Strategically leverage time and resources (i.e. enhancing class time/master schedule)
3. Helping students develop skills to manage their emotions and make responsible decisions through social and emotional learning.
4. Strengthen teacher/staff professional development, specifically small group instruction and technology engagement.

2.2: Regular monitoring and revision

Regular monitoring of the strategy implementation funded through Title I resources occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes Formative and summative assessments, common assessments, district assessments and state assessments, teacher/student parent climate surveys progress monitoring and data analysis.

2.3: Available to parents and community in an understandable format and language

The school improvement plan is available to parents in the following locations: Campus and school website.

The school improvement plan will be made available to parents by: September 30, 2021, upon SSO approval.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Building an intentional master schedule
- High quality tier-one instruction
- Targeted interventions and supports
- Targeted weekday and weekend instruction and tutorials to address learning loss
- HB4545 instructional support
- Small group instruction
- Leveraging technology to support instruction

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Building an intentional master schedule to support all learners
- Providing high-quality Tier 1 instruction
- Planning with the end in mind
- Structured PLC's

- Targeted professional learning opportunities

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small Group Instruction based on student data needs

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - April Ortiz (PTO President)

The PFE was distributed weekly by HISD. Hartman Middle School received the following items weekly:

- Masks
- Disinfectant wipes
- Gloves
- Gowns

Four strategies to increase Parent and Family Engagement include:

- Clear communication of goals and outcomes
- Clear expectations from all stakeholders
- Engaging activities
- Creating viable partnerships with the parents

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 3
- Meeting #1 Alternate -

- Meeting #2 - September 15
- Meeting #2 Alternate -
- Meeting #3 - October 10
- Meeting #3 Alternate -
- Meeting #4 - November 17
- Meeting #4 Alternate -

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian Garcia	Tchr Class Size Reduction Gen Ttl1	Instructional	100.00
Courtney Landry	Tchr Class Size Reduction Core Ttl1	Instructional	100.00
Dorena Gonzalez-Ridenour	Tchr Class Reduction Bil	Instructional	100.00
Woodrow Mansur	Reading Intervention	Instructional	100.00

Addendums

SIP APPROVAL 2021-2022

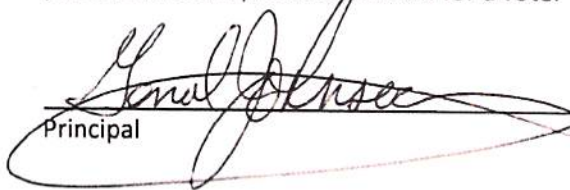
School Name and Campus #: Hartman Middle School #051

Principal Name: Gerrol Johnson

Area Office: Middle Schools Office


Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 10/15/21 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


Principal

10/15/21
Date

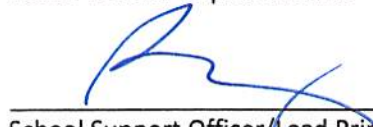
Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative


10/15/21
Date


SDMC Teacher Representative

10/15/21
Date


School Support Officer/Lead Principal

10/15/21
Date


Area Office Superintendent

10/18/2021
Date

Effective Schools Facilitator (ESF) or Professional Service Provider (PSP)
(if applicable or still in use under grant contract)

Date

2021-2022 Professional Development Plan*

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	PR-1, I-10	Classroom Logistics/Expectations-Anchor Charts, board Configurations along with classroom routines	Paper, Board configuration templates, red clock, Chromebook, and other materials.	Goal 5
Aug. 17	PL-3, I-3, PR-5,6 & 9	TADS, Small group instruction, Data analysis, EL expectations, PLC Planning	TADS manual, Chromebook, Lesson plan vetting tool, scope, and sequence, Lead4ward field guides, Data analysis google forms	Goal 1 Goal 2 Goal 4 Goal 5
Aug. 18	I-1-I-4, PR-1, PR-9	VILS Compliance, Attendance, Lesson Plans, PLC's, Reflection	Chromebook, lesson plan vetting tool, Lead4ward field guides, scope, and sequence	Goal 1 Goal 2 Goal 4 Goal 5
Aug. 19	PL-3, I-1, PR-1 & PR-9	District Level Trainings, Online Compliance Courses	One source	Goal 1 Goal 2 Goal 4 Goal 5
Aug. 20	PR-1, I-6, PR-3, PR-2 & 5	Day Procedures – Enrollment/Student Count (documentation), taking attendance, student assigned locations arriving to campus (monitors), lunch and duty locations (before/after school), hall passing procedures. Campus Safety – Mr. Armstrong/Officer Evans	Chromebooks	Goal 1 Goal 2 Goal 4 Goal 5
Sept. 17	PL-2, I-5	Data analysis documents – Teachers will become familiar with the data analysis that will be completed after each assessment. ELD – Teachers will be trained on the ELD process and when Hartman will administer the test to better service our EL students. Small Groups – Teachers will be refreshed on the small groups format in intervention classes and regular classes.	Chromebook Class data	Goal 1 Goal 3

		Extra support sessions for the HUB navigation and how to utilize the slate for instructional purposes such as modeling.		
Oct. 4	PL-2, PL-3	Teachers were provided with a survey to better meet their instructional need. The results from the survey requested one on one additional support for instruction in the following areas: The HUB, Small Groups, Data, EL (Brick/Mortar) Strategies, Slate, PearDeck, CFU (Rigor in Questions).	Chromebook Data Evidence of strategies to serve as an At-Bats for feedback.	Goal 3
Feb. 21	PL-3, I-3	STAAR Rock'n Review – Differentiate instruction to ensure student mastery for the STAAR. Instructional best practices will include CFU, Rigor for high level questioning, EL support (Visual, Sentence Stems, Academic vocabulary) and Data Driven Instruction (High Tested TEKS). Each focus will have a separate session	Positive Attitude Open Mind/Ready to Learn Chromebooks STAAR Questions for Evaluation Prewritten Sentence Stems Recent data	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.