Houston Independent School District

051 Hartman Middle School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

After review of the campus historical data and further research into the New Education System model, our campus opted to implement the NESA aligned model for the 2023-2024 school year. We have been able to benefit from the various staffing supports and instructional framework provided by the model. An instructional framework with systems and procedures provides the attention to close the learning gaps of our students. Our teachers and leaders engage in PLCs weekly and demonstrations of lessons on Thursday afternoons to give teachers and teacher apprentices an opportunity to practice their lessons and receive peer feedback. This practice has demonstrated effective as there have been improvements noted in the classroom observations and demonstration of learning taken by students. Student data is reviewed in PLCs weekly, and a plan of action is established for lesson internalization and improvement in Tier I instruction.

High quality instructional is determined, addressed and monitored from data collected from classroom observations coupled with student formative, informative and summative data. Not only is data analyzed from district and state assessments, data is analyzed from various CFU checkpoints such as 'do now' and currently the DOL. Data is also collected in the form of a running roster to further individualize student needs. Instructional walks are calendared every week in addition to walks conducted by the appraiser and walks based on tiered support. Based on teacher data and classroom observations, teachers receive individualized support based on their tier. As a result of the teacher data collected from observations, campus professional development is created, and the PLC calendar is adjusted to address the instructional gaps. Once PD has been administered and/or training has been provided, implementation is immediate and the next instructional walks are calendared to ensure best practices are being implemented.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Due to the consistent PD provided and an intended focus on best practices to teach vocabulary and make connections, students showed growth with making inferences and academic vocabulary across the all contents. Teachers were trained in PD, and those teachers who were successful were utilized as lead teachers to be observed as a model.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: First time quality of instruction (Internalization) was below grade level. Teachers were not accurate

move them forward. **Root Cause:** Teachers plan for the misconception, but fail to plan for success (when students get it right) to be able to monitor and adjust instruction to push students further faster. Planning (scri

School Culture and Climate

School Culture and Climate Summary

The culture of Hartman Middle School is continuing to improve. 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. 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. During the 2022- 2023 school year, the district conducted student surveys to capture their perceptions of classroom climate, classroom rigorous expectations, teacher student relationships, and overall pedagogical effectiveness.

The results from the survey were in line with HISD. Hartman's highest rating was in pedagogical effectiveness at 72% which rates the quality of teaching and amount of learning. The lowest rating was in teacher/ student relationships at 62% which rates social connection between teachers and students within and beyond the classroom.

Historical data from the 2022-2023 had an attendance rate of 90.90%. The current attendance rate is at 95% and the goal for the 2023-2024 school year is 98% for the South Division. Historical data revealed that there was a direct connection between attendance, discipline issues, behavior management, and school culture. The 2022-2023 school year brought about a change in the Behavior Management procedures on campus. The Leadership team with the assistance of the HISD Social and Emotional Learning department reviewed and adjusted behavior management procedures to include a social and emotional learning component. The result of the change decreased in school suspensions by 175 and out of school suspension by 132. These decreases in behavior management yielded an increase in daily attendance.

Hartman has taken a strategic focus on improving teacher/ student relationships in an effort to increase campus attendance. An attendance committee has been created to provide incentives for students to attend school and get rewards, both intrinsically and extrinsically. Teachers and students have taken an active role in building campus attendance and celebrating student efforts. Results from the student perception survey revealed that the social learning climate and rigorous expectations are strengths of the campus. Students feel that 68% of the time a specific teacher holds them to high expectations around effort, understanding, and persistent performance in the classroom. The survey data also revealed that most students feel safe in the physical environment of the classroom. Rules for students in the classroom are very fair and the behavior of students in the classroom helps their learning.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Based on the 2022-2023 Panorama Survey for students, the students provided the following data:

- Classroom Climate: 65%
- Classroom Rigorous Expectations: 66%
- Classroom Teacher Relationship: 61%
- Pedagogical Effectiveness: 72%:

While the students did not feel their teachers were not highly effective, the teachers felt that they could benefit from instructional support as reported on the Campus Improvement Plan. For 2022-2023, the PLC schedule was an issue in that teachers met every other week given the 45 minute planning time.

Moving into 2023-2024, we modified the schedule to allow for weekly PLC meetings. In addition, we also chose to be NES-Aligned given the resources it would afford our campus community.

- Within ELAR and Math, we have implemented the NES- A, LSAE Model to allow for differentiated and personalized learning for our student population.
- We also added additional staff to include Learning Coaches, Teacher Apprentices, and SPED Support to provide instructional support for the students.
- Our new NES-A Positions to include ELD Interventionist, Math Success, Science of Reading, and Art of Thinking allow our students that are in need of intervention, a scheduled class that can offer additional needed support that was based on data from 2022-2023.
- As part of our model, we hold weekly PLCs per content and/or grade level and also hold DEMO Days and/or Professional Development on Thursday's after school.

Given the focus for 2023-2024 is student achievement and quality of instruction, we feel that our teacher will have coaching and feedback in a timely manner provided the new evaluation system.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: The students feel that while instruction is rigorous and effective, they feel that the student to teacher relationship is lacking. **Root Cause:** The student culture is focused on behavior management and students' adhering to classroom expectations, and not celebrating students who are consistently meeting expectations or incentivizing students on a consistent basis.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher evaluation data and student achievement data are not congruent. The data from STAAR 2022-2023 shows a 2% decrease in ELAR, 3% decrease in Math, 8% decrease in Science and a 7% decrease in Social Studies. Staff attendance is consistent, roughly about 95% daily. There is one teacher that has consistent poor attendance. I am checking in with all staff to ensure that their work needs are being met. I also collaborate with the staff to ensure that if they want to grow professionally, I am there to support their educational needs. Our goal is to grow from within the campus. The core of the staff remains on campus. There were some staff members that relocated to other states and there were some that did not meet the educational needs of the students. I attend recruitment opportunities as well as collaborate with content deans and department chairs to develop teacher apprentices and learning coaches on campus.

The professional development is triangulated with content and student data. The data from the NWEA- BOY, MOY, EOY, and unit assessments provide the specific needs that must be addressed to ensure that teachers, leaders, and staff are consistently engaged in best practice to improve their professional craft. Professional development has included specific support regarding planning, data analysis, and the effective use of MRS strategies. There was also a specific focus on supporting emergent bilingual and SPED students. Professional development is implemented through effective PLC's, Demo Day, and finally coaching and feedback sessions. The impact on student performance is compared to the quality of instructional planning and implementation of effective lessons through instructional delivery. Teachers are planning effective lessons, implementing key teacher moves at the right time during the lesson. There is a consistent circle of support, modeling, and practice to build sound educational practices and develop foundational skills..

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Recruitment starts with specific campus needs by content area. The leadership team has done an exceptional job of hiring the right people for the right positions. We have participated in countless interviews. The leadership team, which includes the principal, dean of instruction, assistant principal, department chairs, and counselors. Office managers also participate in hiring high quality teachers and staff to ensure that all campus needs are met. The leadership team has consistently modeled the correct way to interview potential staff members, analyze resumes, and check references. There are teacher education programs that consistently provide high quality first year teachers, such as Texas Teachers, HISD ACP and I-Teach. Hartman Middle School continues to cultivate those relationships to ensure that there is a consistent pipeline of teachers to interview before opening occur.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Teacher retention has decreased for the 23-24 school year. **Root Cause:** Developing campus teacher leaders from within the campus has allowed Hartman Middle School to retain highly effective teachers, thus keeping the core of teachers in each content area.

Parent and Community Engagement

Parent and Community Engagement Summary

Families and community members are involved in meaningful activities that that support students' learning through several activities, i.e. Orientation, Open House, Magnet Thursdays, Parent Teacher Organization (PTO). Trends and patterns observed are that parents are eager to assist Hartman Middle School in the promotion of their students' learning. Mothers, mainly 6th grade students, are the most engaged with our programs . Barriers that prevent parental involvement include PTO perception and job schedules. Services and community partnerships include Houston Community College (HCC) English as a Second Language classes for Parents and Wrap-Around Services provided through HISD.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Based on our data, Hartman is engaging successfully with parents and the community through an updated campus website, callouts, and social media apps. Strengths of current programs and results/impacts it has had on parent involvement and student performance is that parents are informed and participate from what they read and will respond to the school relating to concerns. The parents' involvement in their child's education through Hartman's means of communication and response helps in that they understand their child's emotional and intellectual needs better, gain confidence in their parenting capabilities, and learn their child's development stages and how to use positive reinforcement to assist Hartman for each stage. Student performance is strengthened by students becoming more responsible, confident, and supported through their parent-teacher relationship.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Parent attitudes about school interaction and willingness to participate. **Root Cause:** Parent comprehension of their importance within the school community via PTO and other activities offered by the school.

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB)/non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- T-TESS 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
- Other additional data

Key Actions

Key Action 1: Hartman Middle School has disaggregated multiple sources of data to determine our instructional gaps across all contents. We will effectively assess student DOL by implementing best practices such as CBLI, MRS, student discourse and writing across all contents to personalize learning.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Utilizing Spot walkthroughs and T-TESS observations, 80% of teachers will implement CBLI during class discussion and increase the rigor of writing through constructive responses across contents by October 2023 and 100% by December 2023

Indicator 1: 80% of teachers will utilize academic discourse strategies such as multiple responses and turn and talking to engage students and increase learning outcomes by October 2023 and 100% by December 2023.

Specific Action 1 Details		Reviews			
		Formative			Summative
	Feb	Mar	Apr		June
Specific Action 1: Monitor instruction and provide on the spot coaching and feedback to build teacher's instructional effectiveness.					
School Leaders' Actions					
Model and implement effective planning and data PLC's. Ensure that parents receive consistent communication on how the data is connected to national, state, and district outcomes. i.e. (Data Reports)					
Staff Actions					
Plan effective lessons with alignment of the LO, class activities and DOL every class period every day to ensure that the LSAE model is implemented with fidelity. Model effective data tracking so that students are doing the heavy lifting when tracking their progress to determine if they are reaching identified goals/outcomes. Provide high quality interventions that close instructional gaps for students that are identified as "At Risk to Fail" or those students that do not meet end of year growth targets.					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Key Action 2: Hartman Middle School has analyzed multiple sources of campus data for special populations such as SPED, EB's, GT, 504, Hispanic and African American students. We have adopted the NES-A 10- homeroom master schedule to ensure that reading, math 6th-8th, science and social studies, 8th are priorities for implementing high quality direct instruction and individual student interventions.

Indicator of Success 1: 100% of teachers will implement the LSAE model for reading and math.

Indicator 1: 100% of teachers will provide students in-class targeted intervention support utilizing the 90-minute instructional block for 8th grade science and social studies

Indicator 2: 85% of students will demonstrate at least 1.8 month growth on the EOY NWEA assessment.

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0% No Progress	100% Accomplished	⬇ Continue/Modify	✖ Discontinue

Key Action 3: Students will increase academic achievement by 1.8 years of growth from MOY to EOY.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Student achievement will increase in the areas of reading from 61% at approaches, 22% at meets, and 10% at masters to 65% at approaches, 30% at meets and 15% at masters as indicated on the NWEA and STAAR.

Specific Action 1 Details		Reviews			
		Formative			**Summative**
		Feb	**Mar**	**Apr**	**June**
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0% No Progress	100% Accomplished	↓ Continue/Modify	✗ Discontinue

State Compensatory

Budget for 051 Hartman Middle School

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.