

**Judson Independent School District**  
**Hartman Elementary School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

## Vision

Judson ISD is Producing Excellence!

## Value Statement

- Students First
- Teamwork
- Accountability
- Results-Oriented
- Loyalty
- Integrity & Mutual Respect
- Safe & Secure Environment
- Two-way Communication

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hartman had an enrollment of 802; its demographics are as follows: 74% Hispanic; 13% African America; 10% White; 1% Asian; 2% Other. Instructional programs include Bilingual Classes: PreK-5, Dual Language: Pre-K-5, Special Education (including an autism unit), TAG, and General Education. Class size averages 21 in monolingual classes; bilingual and dual classes range from 13 to 22. The immediate neighborhoods surrounding the school are growing due to the building of new homes.

### Demographics Strengths

Cultural diversity

Established Dual Language program (K-5)

Established Bilingual program (K-5)

Continued growth / development in the community

### Demographics Needs

1. Mobility rate has increase to approximately 24% from 21.9%. As of mid-May, 2016 e-school shows 96 late enrollments and 148 withdrawals.
2. Construction of new homes adjacent to the school has continued.
3. Every classroom is used by a homeroom teacher. All offices are occupied by support staff. No additional space to utilize or overflow. Early identification of SPED, 504, dyslexia, and Tier III students for both English and Spanish speakers.

## Student Achievement

### Student Achievement Summary

Student achievement on the STAAR takes into account STAAR, STAAR A, and STAAR Alt. The overall results for the 2015-2016 school are as follows:

STAAR Alt: 100% Reading, Math, Writing for 3<sup>rd</sup> and 4<sup>th</sup> (3 students)

STAAR 5<sup>th</sup> (1<sup>st</sup> & 2<sup>nd</sup> administrations)

Math: 69.83% Met; 5.17% Adv

Read: 77.59% Met; 12.07% Adv

Science: 53.51% Met; 2.63% Adv

STAAR 4<sup>th</sup>

Math: 65.32% Met; 8.87% Adv

Read: 58.54% Met; 8.94% Adv

Write: 58.73% Met; 5.56% Adv

STAAR 3<sup>rd</sup>

Math: 58.26% Met; 10.43% Adv

Read: 57.39% Met; 15.65% Adv

NOTE: STAAR scores held steady for the most part. All students were part of the accountability: STAAR, STAAR A, and STAAR Alt.

First CBA scores showed a 10% points improvement from last year in both math and reading

### **Student Achievement Strengths**

Campus Met Standard with all Indices above the required score. The campus maintain scores even with all STAAR tests now being part of the accountability.

### **Student Achievement Needs**

5<sup>th</sup>

Math: Adv is at 5.17%; STAAR Progress 56.32%; 0 % ELL Progress

Read: Adv is at 12.07%; STAAR Progress is 69.88%; 0% ELL Progress

Science: below 60%

4<sup>th</sup>

Math: 2.48% points drop from last year

Read: 8.41% points drop from last year; below 60%; 8.94% Adv

Write: 4.83% points drop from last year; below 60%; Adv is 5.56%

3<sup>rd</sup>

Math: below 60%

Read: below 60%

# School Culture and Climate

## School Culture and Climate Summary

Data was collected from four surveys: Parents/Community, Teachers, Paraprofessionals, and students. Large number of surveys were returned. The climate indicates that teachers and students feel supported for the most part. There is an underlying issue with students not able to successfully resolve conflict. Teachers are committed to growth and are collaborative in their practice, however vertical alignment needs to be improved.

## School Culture and Climate Strengths

- 88% of teachers feel supported by administration and 70% of paraprofessionals feel supported by administration
- 100% of teachers feel that they make their students feel welcomed each day
- Most parents indicate that the climate of the school is welcoming
- Teachers, parents, and community involved in campus site based decision making committee.
- Regularly scheduled SBDM meetings are held and CIP reviews are conducted with fidelity.
- Monthly GLCs meeting are held and teachers provide feedback / input.
- RPMs to check student progress in guided reading K-2, math and writing in 3-5. Students earn Character Tickets for positive behaviors
- Knighting Ceremonies for students
- Teachers provide feedback during RPM Meetings
- Weekly grade level meetings for problem solving and improving student achievement
- 209 of 293 (71%) students report that their teacher makes learning fun.
- 245 of 291 (84%) students report that they know what they are learning the majority of the time.
- 240 of 283(85%) students report that their teacher treats them fair and with respect.
- 207 of 288 (72%) students report that they have enough time in class to do their assignments.

## School Culture and Climate Needs

- Excessive teacher absenteeism
- Student tardiness

- Inconsistent teacher effectiveness with classroom management.
- Teachers are not very effective with assisting students in resolving their student conflicts.
- Students over report bullying. The majority of the reports are the result of student conflicts.
- Many students do not resolve their peer conflicts well. Mediation is needed.
- Students lack etiquette and manners.
- Lack of consistent student and teacher character development program.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Hartman Elementary is projected to have 40 Classroom teachers, 1 Special Education Unit, 3 Special Education Support Teachers, 1 TAG Teacher, 5 RTI Teachers, 1 RTI Facilitator, 1 Library Media Specialist, 2 Specials Teachers, 1 Counselor. The campus has low turnover; as of June 7, 2016 only three teachers will not be returning. Experienced teachers are seeking positions that support classroom instruction. The Assistant Principal has been present at the campus for the past 5 years.

### **Staff Quality, Recruitment, and Retention Strengths**

Paraprofessionals are NCLB Highly Effective

Teachers actively seek out and attend professional development

Low teacher turn over this year (As of June 2016 only 3 teachers left)

### **Staff Quality, Recruitment, and Retention Needs**

Support teachers as they transition to new appraisal instrument, TTESS

Provide opportunities for teachers to seek out individualized professional development in order to be a proficient teacher or better as appraised by TTESS

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Hartman Elementary has established the three instructional systems as part of the on-going self improvement module. However, vertical alignment will need to be improved upon in order to more effectively align the instructional practices in the content areas. Fidelity and follow through with RTI has improved significantly. An Academic Facilitator has been added to support instruction and improve student performance.

### **Curriculum, Instruction, and Assessment Strengths**

- Teachers consistently meet for planning
- Activities aligned with TEKS
- RTI students show progress when services are provided
- Enough reading resources to support Readers' Workshop, and Guided Reading
- Both reading programs have been established and are consistent

### **Curriculum, Instruction, and Assessment Needs**

- Refinement training for reading programs is needed
- Refinement training for math instruction is needed
- Identify specific resources for RTI Tier 2 and Tier 3
- Not all instructional resources are available in Spanish
- Inconsistent implementation vertical alignment

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parents do have input through their responses on a large number of surveys. They indicate that their time is limited, but they do attend student performances. They also inform us that they do try to keep up with their children's homework and grades. They appreciate the various ways that we reach out to them (Bright Arrow, e-mail, text, conferences, flyers and calendars). They indicate that they would like training on how to better support their children, particularly with good learning habits.

### **Family and Community Involvement Strengths**

- 535 parent surveys were returned
- Parent survey results indicate 75% feel that the school is welcoming. 20% responding sometimes
- 88% of parents ensure that homework is completed; 76% of parents know how to assist with homework
- Large turnout of parents for Family Literacy Night – Summer Reading Initiative
- Well attended monthly student performances of different grade levels
- Scheduled parent conferences required twice a year
- Weekly All Calls in English and Spanish

### **Family and Community Involvement Needs**

Parent surveys indicate that they would like training in the following areas:

1. Developing better learning habits with their children
2. Helping their children with reading concepts
3. Helping their children with math concepts

PTO Board shrank and only the positions of president and secretary remained all year

Increase participation in the online parent volunteer training module

Increase participation in the number of parents who access and use Parent Center

Lack of diverse after school student involvement activities

## **School Context and Organization**

### **School Context and Organization Summary**

Teachers vary in their professional development needs. Some are very experienced and need a refresher course with content and/or a refinement type of professional development. Other teachers are still fairly new to teaching and are in the technical phase of their pedagogy.

### **School Context and Organization Strengths**

Committed teachers that collaborate in their planning.

Willingness to support the learning of students.

### **School Context and Organization Needs**

- Departmentalized classes struggled with time management in the rotation of students
- Difficult to schedule support with departmentalized schedules
- Continue providing classroom schedules that maximizes instruction
- Inconsistent implementation of district curriculum
- Refinement and foundational training in the content areas is needed.

# Technology

## Technology Summary

Technology is available at Hartman with the following devices that are present: two computer labs with headphones, chromebook pods, mobies, scanners, and clickers. However, teachers are need more support to consistently use the technology to engage and assess their students.

## Technology Strengths

- Projectors in all classrooms. Elmos used frequently.
- Teachers and students use I-Station to improve reading scores
- Teachers and students use Stride Academy to improve math scores
- United Streaming used for math, science, and social studies videos
- Chromebooks pods
- Listening centers in grades K-2

## Technology Needs

- 39% of teachers report incorporating weekly technology activities that are student driven
- Teacher websites are not updated
- Lack of student engagement that could be sparked with more incorporating of technology
- Lack of technology usage by the teacher to assess student learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness.**

**Performance Objective 1:** Increase student performance on STAAR reading by a minimum 10 percentage points overall: grade 3 reading from 57% to 70% or greater; grade 4 reading from 58% to 70% or greater; grade 5 reading from 78% to 88% or greater.

**Evaluation Data Source(s) 1:** 2017 STAAR Reading Data

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Academic Facilitator to guide classroom reading instruction & assessment in grades K-5 using student data to improve/support classroom reading instruction.	2	Administration	Improved student performance in reading based on Common Assessments, CBAs, STAAR Reading;				
2) The Academic Facilitator will provide professional development to grade level teams throughout the year in the form of PLCs and modeling instructional strategies specific to Guided Reading (K-2) and Readers Workshop (3-5). The Academic Facilitator will conduct instructional observations of teachers and provide feedback on instruction	4	Academic Facilitator, Administration	Common Assessments, Guided Reading Binders, Readers Workshop journals				
3) RTI Facilitator to oversee campus RTI program and provide training and support in reading to classroom teachers serving Tier 2 students.	9	Administration	Increase student performance in reading based on Common Assessments, CBAs, STAAR Reading, iStation				
4) RTI Teachers to provide small group intervention / support for students struggling in reading K-5 that are on Tier 3. RTI Teachers will also support students on RTI in the classroom with a push in model.	9	RTI Facilitator, Administration	Increase student performance in reading based on Common Assessments, CBAs, STAAR Reading, iStation				
5) Provide materials & supplies necessary for setting up teacher and student journals for Reader's Workshop (grades 3-5) and Guided Reading Binders (grades K-2). Provide reading materials for teachers and students to use as supplemental texts (Social Studies Weekly, Benchmark Genre kit with various titles).	2, 8	Administration	Increase student performance in reading based on Common Assessments, CBAs, STAAR Reading, iStation				
Funding Sources: 211-7 - Title I - \$3,465.00							
6) Extended Day (Oct - Dec): To provide remediation to students who were unsuccessful on STAAR Reading. Students are new fourth and fifth graders.		Administration	Increase student performance in reading based on Common Assessments, CBAs, STAAR Reading				
Funding Sources: 171-7 State Compensatory Education - \$2,600.00							






7) Extended Day: To provide supplemental academic instruction to identified students struggling in reading: Grades 1 & 2 Grades 3 - 5	2, 9	RTI Facilitator, Administration	Increase student performance in reading based on Common Assessments, CBAs, STAAR Reading, iStation				
	Funding Sources: 171-7 State Compensatory Education - \$10,425.00						
8) Provide supplemental materials needed to carry out extended day reading instruction (e.g. Mentoring Minds materials)	9	Administration	Increase student performance in reading based on Common Assessments, CBAs, STAAR Reading				
	Funding Sources:						

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness.

**Performance Objective 2:** Increase student performance on STAAR math by a minimum of 10 percentage points overall: grade 3 math from 58% to 70% or greater; grade 4 math from 65% to 75% or greater; grade 5 from 70% to 80% or greater.

**Evaluation Data Source(s) 2:** 2017 STAAR Math Data

**Summative Evaluation 2:**

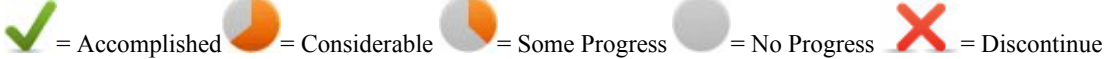
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional development to improve procedural fluency through conceptual teaching and supporting productive struggle: Math FRAMES training by grade level.	2, 4	Administration at various different campuses	Student journals, student work, Common Assessments, CBAs, STAAR Math				
2) Academic Facilitator to guide classroom math instruction in grades K-5 using student data to improve lesson planning activities. The Academic Facilitator will provide professional development to grade level teams throughout the year in the form of PLCs and modeling instructional strategies. The Academic Facilitator will conduct instructional walk-throughs and provide instructional feedback.	2, 4, 8	Administration	Improved student performance in math based on Common Assessments, CBAs, STAAR Math				
3) RTI Facilitator to oversee campus RTI program and provide training and support in math to classroom teachers serving Tier 2 students.	3, 9	Administration	Increase student performance in math based on Common Assessments, CBAs, STAAR Math, Stride Academy				
4) RTI Teachers to provide small group intervention / support intervention for students struggling in math K-5 that are on Tier 3. RTI Teachers will also support students on RTI in the classroom with a push in model.	3, 9	RTI Facilitator, Administration	Increase student performance in math based on Common Assessments, CBAs, STAAR Math, Stride Academy				
5) Extended Day (Oct - Apr): To provide remediation to students who were unsuccessful on STAAR Math. Students are new fourth and fifth graders.	9	Academic Facilitator / RTI Facilitator	Increase student performance on Common Assessments, CBAs, STAAR Math				
Funding Sources: 171-7 State Compensatory Education - \$10,425.00							
6) Provide supplemental materials needed to carry out extended day remediation math instruction (e.g. Mentoring Minds materials)	9	Administration	Increase student performance in reading based on Common Assessments, CBAs, STAAR Math				
Funding Sources:							
7) Provide math problem solving and concept maintenance materials and training to support the learning of math concepts. (Lone Star Math)	2, 8	Administration	Improved student performance in math based on Common Assessments, CBAs, STAAR Math				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness.

**Performance Objective 3:** Increase student performance on STAAR science from 54% to 70% or greater.

**Evaluation Data Source(s) 3:** 2017 STAAR Science Data

**Summative Evaluation 3:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Academic Facilitator to guide classroom science instruction in grades K-5 using student data. The Academic Facilitator will provide professional development to grade level teams throughout the year in the form of PLCs and modeling instructional strategies.	2, 4, 8	Administration	Improve student performance on Common Assessments, CBAs, STAAR Science				
2) Academic Facilitator will provide instructional walk-throughs and provide feedback as she monitors science activities / investigations: K, 1st grade 80% 2nd and 3rd grade 60% 4th and 5th grade 50%	2, 4	Administration	Student journals, student work, Common Assessments, CBAs, STAAR Science				
3) Develop timeline to have students in grades 3-5 take part in the Science Fair	2	Academic Facilitator, Teachers	Increase student performance in science based on Common Assessments, CBAs, STAAR Science				
4) Family Science Night: conduct parent involvement and training regarding the scientific process and supporting students through this set of TEKS. Provide refreshments for the Family Science Night.	2, 6	Administration	Increase student performance in science based on Common Assessments, CBAs, STAAR Science				
Funding Sources: 211-7 - Title I - \$366.81							
5) Extended Day: To provide supplemental academic instruction in science	3, 9	RTI Facilitator, Administration	Increase student performance in science based on Common Assessments, CBAs, STAAR Science				
6) Provide supplemental materials needed to carry out extended day science instruction (e.g. Mentoring Minds)	9	Administration	Increase student performance in science based on Common Assessments, CBAs, STAAR Science				
							

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness.

**Performance Objective 4:** Increase student performance on STAAR writing from 60% to 70% or greater.

**Evaluation Data Source(s) 4:** 2016 STAAR Writing Data

**Summative Evaluation 4:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Academic Facilitator to guide classroom writing instruction in grades K-5 using student data to improve lesson planning activities. The Academic Facilitator will provide professional development to grade level teams throughout the year in the form of PLCs and modeling instructional strategies.	2, 4, 8	Administration	Increase student performance in writing based on CBAs, writing rubrics, STAAR Writing				
2) Professional Development in Writing: Gretchen Barnabei, Barry Lane	2, 4	Administration; Academic Facilitator	Increase student performance in writing based on CBAs, writing rubrics, STAAR Writing				
3) Extended Day: To provide supplemental academic instruction in writing through Writing Camps	3, 9	RTI Facilitator, Administration	Increase student performance in writing based on CBAs, writing rubrics, STAAR Writing				
Funding Sources:							
4) Provide materials, supplies, student incentives needed to carry out Writing Camp (e.g. Mentoring Minds)	2	Administration	Increase student performance in writing based on CBAs, writing rubrics, STAAR Writing				
5) Professional Development for instructional leadership members (Principal and Academic Facilitator) in Writing: Corwin Literacy Institute	2, 4	Administration	Increase student performance in writing based on CBAs, writing rubrics, STAAR Writing				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation.**

**Performance Objective 1:** Increase parent usage of parent center by 10% over 2015-2016 in order to monitor student grades, discipline, and cafeteria account.

**Evaluation Data Source(s) 1:** Usage report

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide parent training on site to set up the parent portal app on their phones or register for an account; events include Open House and Title I Academic Nights. Send out flyers to encourage parent turn out.	6	Administration, Front office staff	Increased number of parents registered w/ a parent portal account				
							

**Goal 2:** To improve communication with all stakeholders by creating additional information pathways with increasing participation.






**Performance Objective 2:** Expand opportunities for parent participation / involvement by 10% or greater that supports school initiatives and promotes a positive image of the school and district.

**Evaluation Data Source(s) 2:** Parent sign-in sheets

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Send home invitations/flyers with students and follow up with Bright Arrow All Calls and e-mails to all parents in English and Spanish.	6	Administration	Increase parent involvement; parent sign-in sheets				
2) Maintain School website and updated on a weekly basis.	6	Administration, Campus Webmaster	Increase use of school website by parents compared to 2015-16.				
3) Northeast Crossing HOA partnership for National Night Out	6	Administration	Increase community involvement				
4) Reconnect partnership with Woodlake Estates to support parent nights and serve on the SBDM Committee.	6	Administration	Increase community involvement; SBDM Committee sign-in sheets				
5) Establish partnership with local fire department station #38 to support student progress in grades K-2	6	Counselor	Increase community involvement				
6) Provide community involvement opportunities for participation with the Site Based Decision Making Committee Meetings (4 times a year)	6, 10	Administration, SBDM Committee	Increase parent & community involvement; sign-in sheets				
7) Recruit parent volunteers for PTO sponsored events	6	Administration, PTO	Increase parent enrollment in PTO				
8) Coffee with the Counselor parent involvement and training (3 times per year)	6	Counselor	Increase parent involvement; parent sign-in sheets				
9) Student Recognition for academic accomplishments, perfect attendance, and /or demonstration of positive character traits after every nine weeks.	6	Administration, Counselor, Teachers	Increase number of students on A, AB Honor Roll; Increase number of students recognized with character awards; Increase students recognized for perfect attendance				
10) Knighting Ceremonies twice a year to recognize and celebrate students in K-5 who have consistently demonstrated the pillars of character	6	Administration, Counselor	Decrease number of discipline referrals, increase number of students recognized with character improvement / demonstration				



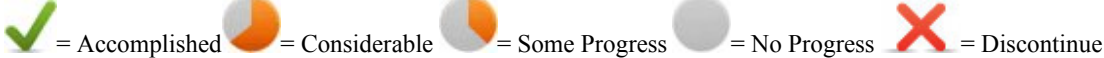
11) Student incentives / celebration events for academic accomplishments and / or demonstration of positive character traits; student ticket drawings for character recognition on Fridays. Each grade level will also provide specific student recognition and incentives.		Administration	Increase number of students on A, AB Honor Roll; Increase number of students recognized with character awards				
12) PTO will provide 2 bikes per semester to recognize selected students with perfect attendance.		PTO Board	Increased student attendance				
13) Pre-K transition to Kinder parent event	6, 7	Kinder teachers, Counselor, Administration	Parents of Kinder students sign-in sheets				
14) 5th grade transition to 6th grade parent event	6, 7	5th grade teachers, Counselor, Administration	Parents of 5th grade students sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** To improve communication with all stakeholders by creating additional information pathways with increasing participation.

**Performance Objective 3:** Increase parent participation / involvement at Title I Academic Events in fall and spring semesters by 10% from last school year in order to increase student performance on STAAR Reading, Writing, Math, and Science

**Evaluation Data Source(s) 3:** Parent sign-in sheets

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Multi-modes of parent communication reminding parents of upcoming events (e.g. updated school website, marquee, monthly calendar of events, Bright Arrow All-Calls and e-mail)	6	Administration	Parent sign-in sheets				
2) Student incentives for bringing their parent(s) to Family Literacy Nights	6	Administration	Parent sign-in sheets				
3) Light refreshments for Family Literacy Nights	6	Administration	Parent sign-in sheets				
Funding Sources: 211-7 - Title I - \$600.00							
4) Student incentives for bringing their parent(s) to Family Math Night	6	Administration	Parent sign-in sheets				
5) Light refreshments for Family Math Night	6	Administration	Parent sign-in sheets				
Funding Sources: 211-7 - Title I - \$300.00							
6) Student incentives for bringing their parent(s) to Family Science Night	6	Administration	Parent sign-in sheets				
7) Light refreshments for Family Science Night	6	Administration	Parent sign-in sheets				
Funding Sources: 211-7 - Title I - \$300.00							
							

**Goal 2:** To improve communication with all stakeholders by creating additional information pathways with increasing participation.

**Performance Objective 4:** Expand opportunities for student involvement through school sponsored clubs.

**Evaluation Data Source(s) 4:** Increase number of students involved in clubs; Increase number of students on Honor Roll; Increase Attendance

**Summative Evaluation 4:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Student Council, Robotics, and other student clubs to increase student involvement and engagement at school	6	Administration, Teachers	Increased student attendance and involvement				
							

### Goal 3: To increase employee retention and satisfaction making Judson a premier employer.

**Performance Objective 1:** Ensure effective leadership by the implementation of PLCs by 10% over last year.

**Evaluation Data Source(s) 1:** Professional Development sign-in sheets; reduce teacher turnover

#### Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional Learning Communities (PLC) program to increase teacher collaboration. Use of Lead 4ward disaggregated data documents to guide the collaboration.	3, 4, 5	Administration, Academic Facilitator	Collaborative planning on a monthly basis and improved instructional strategies.				
2) Implement Vertical Teams through instructional committees that meet monthly to align instructional strategies and align PK - 5. Use of Lead 4ward data documents to guide alignment process.	3, 4, 5	Administration, Committees	Collaborative planning on a weekly basis and improved instructional strategies and vertical alignment.				
3) Implement Reflective Practice Model (RPM) to check for alignment within each grade level, identify area(s) of need, and develop SMART goals.	3, 4, 5	Administration, Academic Facilitator, RTI Facilitator, Teachers	Student data, student work samples; increased student performance				
4) Campus Mentor / Mentee support meetings on a monthly basis	4, 5	Administration, Campus Lead Teacher	Sign-in sheets; improved instruction for new teachers				
5) Provide opportunities for new teachers to observe other teachers; experienced teachers to model lessons and/or strategies	4, 5	Administration, Campus Lead Teacher	improved instruction for new teachers				
6) Provide opportunities for teachers to observe other teachers; mentor teachers to model lessons and/or strategies	4, 5						
7) Provide instructional and classroom climate feedback and coaching throughout the school year through T-TESS conferencing	1, 10	Administration	Improved teacher effectiveness based on student performance data on Common Assessments, CBAs, STAAR, grades				
8) Monthly grade level chair (GLC) meetings in order to inform and provide problem solving forum to address issues that come up throughout the school year	5	Administration	Sign-in sheets, agendas, resolution of issues				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** To increase employee retention and satisfaction making Judson a premier employer.

**Performance Objective 2:** Improve the attendance of Hartman teachers and staff by 10% over 2015-16 school year in order to provide students with quality instruction.

**Evaluation Data Source(s) 2:** AESOP absence report

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Meet with teachers / staff members to address attendance and offer support in order to improve it		Administration	Improved daily attendance of identified teachers				
							

**Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.**

**Performance Objective 1:** Align 100% of campus purchases made to the needs and activities identified in the campus improvement plan.

**Evaluation Data Source(s) 1:** budget reports

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training regarding handling money and the use of campus activity funds (CAF)	10	Administration	Teacher sign-in sheets				
2) All campus allocated local, state, and federal funds will be expended within the 2016-17 school year to support students enrolled in the the 2016-17 school year.	10	Principal, Principal's Secretary	E-Finance Report				
							

**Goal 5: All students will be taught in an environment that is safe, drug free, and conducive to learning.**

**Performance Objective 1:** Increase student daily attendance by 1% point: 96.07 to 97%

**Evaluation Data Source(s) 1:** Attendance Report

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use district attendance initiative to increase student daily attendance: meet with parents of students with poor attendance in 15-16 and develop a plan/agreement.	10	Administration, PEIMS Clerk, Counselor	Decrease number of students with excessive absences; increased daily attendance				
2) Meet with parents of students with high number of tardies / early check-out in 15-16 and develop a plan/agreement.	10	Administration, PEIMS Clerk, Counselor	Decrease number of students w/ excessive tardies and/or early check-outs				
3) Student incentives to recognize and celebrate students with perfect attendance (e.g. Games 2 U)	1, 2, 6	Administration, PEIMS Clerk, Counselor	Decrease number of students with excessive absences; increased daily attendance				
Funding Sources:							
							

**Goal 5:** All students will be taught in an environment that is safe, drug free, and conducive to learning.

**Performance Objective 2:** Implement the PK-12 counseling and social assistance program that meets state guidelines that leads to an increase in student achievement by 5% or greater.

**Evaluation Data Source(s) 2:** TAPR, STAAR data

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a comprehensive social and emotional guidance program that includes classroom guidance (Second Step Anti-Bullying lessons), responsive services, small group / individual support.	10	Administration, Counselor, District Social worker	Student contact logs, schedule of classroom guidance, monthly counseling reports				
2) Provide training to increase staff awareness of issues of abuse of children, suicide (HB 1386), and reporting bullying (HB 1942).	4, 10	Counselor	Agendas and sign-in sheets				
3) Discipline Review Committee to review monthly student discipline reports in order to improve individual student support, especially those struggling with behavior self-management		Administration, Teachers, Counselor	Decrease the number of office referrals that are generated by students with on-going misbehavior				
4) Mentors meet with students served by McKinney-Vento and/or Migrant Program	10	Counselor	Sign-in sheets				
5) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.	9	Homeless liaison, counselor, social worker, PEIMS clerk, registrar, secretary	PEIMS homeless reports, Student Residency Questionnaires (SRQ)				
6) Provide appropriate services, including supplies, uniforms, meals, and transportation, to homeless students at every campus to improve academic progress and attendance.	9, 10	Homeless liaison, counselor, social worker	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review				
7) Monitor the attendance and grades of homeless and/or migrant students and communicate immediately when barriers or concerns exists for homeless students/families.	9, 10	Homeless liaison, counselor, social worker	6-weeks report card grades, Attendance reports of homeless students				
8) Provide one-on-one tutoring services on campus, in shelters, or in the homes of homeless and/or migrant students to improve academic progress.	9	Homeless liaison, JISD tutor	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review				



 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

# State Compensatory

## Budget for Hartman Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Supplies and Services</b>		
17161111530639900	6399 General Supplies	\$35,150.00
<b>6300 Subtotal:</b>		<b>\$35,150.00</b>

**Personnel for Hartman Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hawlich, Araceli	RTI Bilingual Teacher	RTI	1
Thorpe, Autumn	RTI Teacher	RTI	1

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Bass	RTI Teacher	RTI	1
Blanche Villafranco	RTI Facilitator	RTI	1
Charmaine Underwood	RTI Teacher	RTI	1
Kim Brown	RTI Teacher	RTI	1
Rebecca Hines	Academic Facilitator	General	1

# Campus Funding Summary

<b>199-7 -General Operating</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>171-7 State Compensatory Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$2,600.00
1	1	7			\$10,425.00
1	1	8			\$0.00
1	2	5			\$10,425.00
1	2	6			\$0.00
1	4	3			\$0.00
<b>Sub-Total</b>					<b>\$23,450.00</b>
<b>211-7 - Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$3,465.00
1	3	4			\$366.81
2	3	3			\$600.00
2	3	5			\$300.00
2	3	7			\$300.00
<b>Sub-Total</b>					<b>\$5,031.81</b>
<b>Grand Total</b>					<b>\$28,481.81</b>