

Hart Elementary Campus Improvement Plan

2017-2018

Hart Elementary Mission

*Hart Elementary is a dedicated team
striving to reach our potential;
so that each student develops confidence,
respect for others,
passion for learning,
a commitment to service, and
academic excellence
through challenging and engaging
learning experiences.*

Campus Improvement Team Membership

Ariel Womack – Teacher, Sarah Moody - Teacher, Sara Lindsey - Teacher, Alison Healey - Teacher, Caitlin Gill-Teacher, Nicole Mills - Teacher, Erin Goff - Teacher, Thresa Milligan – Special Education Teacher, Teresa Moore – Title I Teacher, Stephanie McGowen, Parent and PTA Representative, Stephani Kranz - District Representative, Michelle Ribeiro - Business Representative, Lacey Moser - Principal, Bryce Kennaugh – Counselor, Amber Ross – Assistant Principal, Suzanne Hart – Instructional Media Specialist.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

LISD BOARD PRIORITIES

- Priority #1: Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels.
- Priority #2: Lovejoy ISD will continue to build a comprehensive plan for communication to build capacity in the community's understanding of critical district practices aligned to student experiences and student outcomes which are fundamental to continuous improvement.
- Priority #3: Lovejoy ISD will continue to take action to be recognized as the employer of choice for educators who believe that districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, and parents, and colleagues.
- Priority #4: Lovejoy ISD will become a lighthouse for Science, Technology, Engineering, and Math (STEM) education that serves to prepare students for the future of their choosing within these ever-expanding fields.
- Priority #5: Lovejoy ISD will continue to develop revenue generating strategies as well as budget efficiencies to ensure the Lovejoy student experience is maintained at current levels.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2016-2017

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

Improvement Planning Data

Board Priorities

District CIP

Campus CIP

Accountability Data

TEA Accountability Summary Report including:

Performance Index 1 – Student Achievement

Performance Index 2 – Student Progress

Performance Index 3 – Closing Performance Gaps

Performance Index 4 – Postsecondary Readiness

Student Data

STAAR Data for grades 3 and 4

District Benchmark Data

I-Station

TELPAS Data

Student Group Performance on STAAR

TSDS PEMS Data

Attendance Data

PST (Problem Solving Team) Data

Discipline Data

SPED Data

<p>504 Data GT Data</p> <p>Employee Data Professional Needs Assessment Data Staffing Data Staff Surveys and Feedback Bright Bytes Data Teacher Appraisal Tool Data</p> <p>Parent/Community Data</p> <ul style="list-style-type: none"> • Parent feedback • Parent Involvement • PTA feedback and involvement 			
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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Hart Elementary consists of students residing in Lucas, Wylie, Allen and McKinney Texas. Hart Elementary is located east of the city of Allen. We have a unique make-up of families who have chosen to live in a country environment, combined with families who have moved to the	A need to convey the importance of completing homework and dedicating time to reading at home. Continue to focus on improving attendance rate to better than 97%. Continue to provide services to economically disadvantaged students.	Continue to provide positive reinforcement for attendance: Pawfect Attendance, Paw Power Award. Identify ways to communicate the importance of building strong work habits both at school and home for students to carry with them when they leave elementary.

	<p>district because of the reputation of the school district.</p> <p>Hart Elementary student population consists of 466 students, 240 boys and 226 girls.</p> <p>Black/African American – 2.57%</p> <p>Hispanic – 5.36%</p> <p>White – 80.25%</p> <p>American Indian/Alaskan – .85%</p> <p>Asian – 5.36%</p> <p>Two or More Races – 5.79%</p> <p>Hawaiian/Pacific Islander – 0.00%</p> <p>Economically Disadvantaged – 3.9%</p> <p>ESL – 2.8%</p> <p>GT – 16.73%</p> <p>SPED – 9.2%</p> <p>At Risk – 12.2%</p> <p>504 5.8%</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● Hart Elementary is a growing community. ● Families are moving to the area because of the small size of the district and the outstanding academic programs offered. 	<p>Continue to provide support to the homeless students who are zoned to our school when they enter the shelter.</p>	<p>Continue to support homeless students with: supplies, transportation as needed, after school care as needed, tutoring, clothes, and other needs that exist.</p>
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	<ul style="list-style-type: none"> ● Our community is very supportive in giving of their time and resources. 		
Student Achievement	<p>The Texas Education Agency Accountability Summary Report states that for 2017, Hart Elementary Met Standard in all areas. The Performance Index Report is broken down into four indexes:</p> <p>Index 1: Student Achievement Score 90 (Target Score = 60) Index 2: Student Progress Score 45 (Target Score – 30) Index 3: Closing Achievement Gaps Score 53 (Target Score = 28) Index 4: Post-Secondary Readiness Score 71 (Target Score = 12)</p> <p>Hart Elementary is performing above the state in all four indexes. Student performance in the area of Met Standard is 89% or above in Reading and Math. Nearly 100% of our students meet satisfactory performance on all STAAR assessments. We also do very well</p>	<p>Our goal at Hart Elementary is to close the real achievement gap. This gap is defined by the difference between a student’s current performance, and their potential. While the state provides a baseline for these standards, we do not set limits on our expectations for students.</p> <p>Consider electronic portfolios as a means of showing growth and improvement in student achievement.</p> <p>Our goals target increasing advanced performance in all content areas:</p> <ol style="list-style-type: none"> 1. Increase Advanced Performance Scores in Math from 56% to 60% in 3rd grade, and from 48% to 52% in fourth grade. 2. Increase Advanced Performance scores in Writing from 19% to 24% in fourth grade. 	<p>Focus on the use of formative assessment to monitor student performance and adjust instruction accordingly. Move from using Learning Targets with one subject to 3 subjects in a self-contained classroom.</p> <p>Implement the new district planning protocols within each of the extended nine-week planning sessions and during weekly team planning.</p> <p>Develop assessments and instruction, and student activities at a rigorous level.</p> <p>Continue to provide the necessary intervention to students in PST and Special Education to ensure they meet the growth standard each year.</p> <p>Collaborate with the other elementary schools during early release PD days on formative assessment development.</p> <p>Vertical teams will discuss the use of electronic portfolios and what would be considered a</p>

	meeting the needs of struggling learners to fill gaps.	<ol style="list-style-type: none"> 3. Increase advanced Performance Scores in Reading from 65%-68% in third grade, and from 46%-50% in fourth grade. 4. Increase performance of special education students on STAAR. 	meaningful way to collect student's work as documentation of growth and improvement.
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<p>School Culture and Climate</p>	<p>Hart Elementary is a collaborative community of students, staff, parents, and community members. Our focus is to provide a safe and secure environment for student learning, and ensure quality instruction, assessment, and intervention for each student.</p> <p>Each teacher serves on a committee, along with their grade level teams. Teams develop plans for instruction, assessment and intervention for students. Committees focus on campus focus areas/goals. They share strategies vertically, and discuss what is working instructionally, as well as what needs to be improved.</p> <p>Safety and security are important, and annual training is provided regarding drills, safety procedures, medical procedures, and</p> <p>Culture and Climate Strengths</p>	<p>Continue to analyze safety situations to ensure procedures are followed and successful.</p> <p>Gather input from staff on building procedures that are working, and what needs to be improved.</p> <p>Provide staff more opportunity for input on campus decisions.</p> <p>Continue to provide opportunities to build connections among staff.</p> <p>Continue to add to SHARP expectations, specifically a noise level common language system</p>	<p>Provide ongoing opportunities to build relationships/connections throughout the year.</p> <p>Provide opportunities for feedback to value everyone's opinions.</p> <p>A-Team coverage each 6-9 weeks to provide back to back planning for teams.</p> <p>Create a common language for noise levels throughout the building.</p>
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	<ul style="list-style-type: none">● Teachers are committed to attending professional development both during the summer and throughout the school year. The staff is hardworking and is committed to doing what it takes to ensure our students are successful.● Teachers collaborate extensively in teams, and vertically.● Teachers practice drills each month to ensure the safety of students.● Wednesday meeting times are valued and appreciated that they aligned with the work needs of the different times of the year.● The district provides ongoing training regarding safety procedures and student support such as: suicide prevention, bullying		
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	<p>prevention, and cyber safety.</p> <ul style="list-style-type: none"> ● The development of SHARP expectations for hallways and the cafeteria ● 		
Staff Quality/ Professional Development	<p>Hart teachers are committed to continuous improvement and professional learning. Hart teachers have a great deal of experience and collaborate to ensure capacity is built in all teams. The vertical teams were successful in building aligned practices throughout the building and will continue through this year.</p> <p>Formative Assessment: Specifically Learning Target have been a focus this year and all teachers have developed daily targets for one subject.</p>	<p>Continue to support the “big ideas” presented a L@L over the summer: rigor and formative assessment. Maintain the focus during the year so that we are able to monitor improvement and measure student success. Continue vertical teams, and add science. Provide additional professional development related to supporting students with Autism.</p> <p>Professional Development</p>	<p>Provide ongoing professional development for targeted areas of improvement (formative assessment and rigor) through staff meetings and team planning..</p> <p>Participate in district professional development throughout the year. Specifically, Formative Assessment, helping students with Autism and behavior needs, and the new PST process. Provide video learning opportunities as they become available.</p> <p>Collaborate with district curriculum and instruction staff to target areas of need throughout the year.</p>
Curriculum, Instruction, Assessment	<p>LISD Curriculum Staff continue to work with teachers to revise and refine our curriculum to align with the state standards, TEKS. Our</p>	<p>Continue to provide time for the Curriculum Cadre to meet throughout the school year and in the summer.</p>	<p>Utilize the newly designed district curriculum. Provide feedback on the new curriculum each nine-weeks.</p>

	<p>district is focused on developing curriculum that is aligned, engaging, and provides students feedback on their learning along the way. Both formative and summative assessments are built into the curriculum, and developed by teachers. A Curriculum Writing Cadre consists of grade level teachers from each campus who meet throughout the year, and over the summer to revise and further develop the district curriculum and resources.</p> <p>Professional development is a focus of the district. A professional development conference is held for nine days each summer, and is called Learning @ Lovejoy. The entire district staff attended four common days to ensure all staff are able to hear the same speakers, at the same time. This strategy assists the campuses with deep implementation opportunities are district focus areas.</p>	<p>Continue to identify and provide professional development around high need areas: writing, increased rigor through: reading comprehension and math problem solving, and formative assessment.</p> <p>Development of formative assessment, and opportunities for teachers to share data. Additional opportunities for teachers to collaborate between the three campuses.</p> <p>Learn how to utilize the newly designed district curriculum.</p> <p>Development of a Writing Continuum. We need additional resources for math differentiation (enrichment and intervention).</p>	<p>Participate in Lucy Calkins Training for writing and reading instruction and assessment.</p> <p>Participate in development of the writing continuum.</p> <p>Continue to develop staff understanding of formative assessment, learning target, and student feedback.</p>
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	<p>This year our district focus areas are: Formative Assessment and Increasing Student Engagement in the Classroom.</p> <p>Each professional development day, throughout the school year, has been designed to pull a thread from L@L to ensure deep implementation of the best practices identified in our focus areas. Administrators meet each month to discuss successes and needs on each campus and to map out next steps. The district curriculum staff is a part of these meetings, and collaborates with principals in creating the plan.</p> <p>Strengths:</p> <ul style="list-style-type: none">● L@L Offerings: Robyn Jackson, Sandra Herbst, Anne Davies, and Kagan● Curriculum Cadre● Opportunities for teachers to be a part of the curriculum writing process● Curriculum development		
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	<ul style="list-style-type: none"> ● Content Specialist campus visits ● C and I meetings with principals 		
Family and Community Involvement	<p>Hart has a very involved parent community. Our PTA supports all campus efforts, and classroom volunteers are part of our daily routines.</p> <p>Hart Dad’s Club has expanded their support by volunteering during lunch and car duty and having a Dad@Hart on campus each day.. Parents demonstrate teacher appreciation through notes, snacks, lunches, and support in copying papers, as well as working directly with students.</p>	<p>Continue to invite new parents to join the PTA and participate on the board. Offer daytime and evening events so that all parents can participate.</p> <p>Work to establish a common language around homework expectations.</p>	<p>Continue to invite new parents to join the PTA and participate on the board. Offer daytime and evening events so that all parents can participate. Expand Science Nights by using the Perot Center programs. Develop a common language around homework expectations, communicate the information to parents, and consistently implement expectations across all grade levels.</p> <p>Continue to offer opportunities for parents to participate in monthly activities at the school:</p> <ul style="list-style-type: none"> ● Grandparent’s luncheon ● Hart Beat ● Author Visits ● PTA meetings ● Music programs and Art shows ● Family Fun Night ● Special Assemblies: Reflections

<p>Technology</p>	<p>Hart Elementary utilizes numerous technology-learning tools for students and teacher to use. These tools are used for instruction, assessment, and differentiation of student learning. There are two computer lab areas throughout the building, one in the library and one in an actual lab setting. In addition, we have a mobile lab for teacher checkout with 22 Mac Air Laptops. Our 4th grade team has a Mac Air Cart with 22 laptops, and grades K-4 have numerous iPads in each classroom. All classrooms are outfitted with a smart board, projector, and document camera. Additionally, each teacher has a Mac Air Laptop.</p> <p>This year's focus in on the Four C's of technology integration: Collaboration, Communication, Critical Thinking and Problem Solving, and Creativity and Innovation. Our LMS and DLC team works with the curriculum team to develop meaningful lessons to</p>	<p>Improve our student understanding of digital citizenship. Continue to write meaningful lessons for technology integration into the curriculum.</p> <p>Align resources between campuses to ensure all campuses can implement lessons in the curriculum, and collaborate when developing new lessons.</p> <p>Identify new technology tools prior to L@L to ensure training opportunities are provided in a timely manner.</p> <p>Continue to work with the technology department to make sure technology is up and running successfully each day.</p> <p>Teachers would like to continue to develop technology integration skills, and attend training in order to do so.</p> <p>Increase use of technology to integrate 4C's for student learning.</p>	<p>Implementation of the 4C's in all classrooms. Recognition for teacher participation. Digital Citizenship week will give initial lessons on the importance of being a good digital citizen, including lessons during R-Time.</p> <p>Teams will meet once per month for Tech Thursdays during planning.</p> <p>Technology Vertical Team will support the implementation of the 4 C's throughout the school year.</p> <p>Students will participate in the Hour of Code Participation.</p> <p>Utilize Title funds to provide access to Professional Development.</p>
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	<p>integrate technology. Our goal is to ensure the technology TEKS are being taught in each grade in order to prepare our students for 21st Century Learning.</p> <p>Strengths:</p> <ul style="list-style-type: none">● Our district has provided an LMS/ITS for each campus, along with a Library/Technology Aide for each campus. These positions support teachers in teaching students about informational skills, research, and technology integration. Additional, two DLC positions support the three elementary campuses and the intermediate school in using campus technology in meaningful ways with students. They provide professional development, and on the spot assistance when needed.		
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	<ul style="list-style-type: none"> ● The Bright Bytes Survey is used to gain insight on our strengths and needs in the area of technology. Both teachers and students provide input through these surveys. ● Invest in Excellence is a grant program through which teacher are able to submit request for additional items for the classroom. Many teachers use this an opportunity to submit grants for additional technology. <p>We have many resources and technology tools available to teacher and students. Improved network connectivity and access. The technology team is eager to work with and lead other staff members.</p>		
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Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Board Priority #1—Campus Goal:

- Hart Elementary will support the Lovejoy ISD Board Goal of continuing to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary level.

Objective(s):

- Utilize Formative Assessment strategies with students to inform instruction and learning
- Use an approved planning protocol to align learning experiences and assessment to impact learning

Provide professional development opportunities aligned with campus needs assessment in the areas of Formative Assessment, working with children with Autism and behavior needs, and Kagan strategies.

Increase Advanced Performance:

- Increase our Level III/Advanced Performance in 3rd Grade Reading from 65% to 68%.
- Increase our Level III/Advanced Performance in 3rd Grade Math from 56% to 60%.
- Increase our Level III/Advanced Performance in 4th Grade Reading from 46% to 50%.
- Increase our Level III/Advanced Performance in 4th Grade Math from 48% to 52%.
- Increase our Level III/Advanced Performance in 4th Grade Writing from 19% to 24%.

Provide Professional Development in the areas of Formative assessment, PST, Kagan Strategies, and strategies to support students with autism.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
The writing vertical team will <ul style="list-style-type: none"> ● Continue grade level goals and measures that hold student accountable for handwriting, grammar, and spelling TEKS grades K-4. 	Hart Admin Team, All Teaching Staff, Curriculum and Instruction Team	Staff	Monthly through January 2017 Note: In January the Leadership Team developed a	Notes from meetings, lesson plans, walk-throughs, instructional rounds	Student performance	Teacher monitoring notes, team data, benchmark data, STAAR data	1, 2,3,4,8,9

<ul style="list-style-type: none"> ● Participate in the writing continuum development, and monitor student progress throughout the year by collecting and discussing student writing samples. ● Discuss the implementation of consistent spelling instruction and assessment practices throughout the grade levels. 			<p>new meeting structure to focus on Formative Assessment, Planning Protocols, and PST. Vertical Teams no longer met, and the work was incorporated into the new meeting structure.</p>				
<p>The Reading Vertical team will focus on</p> <ul style="list-style-type: none"> ● Implementation of interactive vocabulary word walls throughout the grade levels. ● Developing a plan to address Figure 19: Summary (paraphrasing, retelling, and sequencing). ● Identifying students who could be propelled to Advanced Performance on 	<p>Hart Admin Team, All Teaching Staff, Curriculum and Instruction Team</p>	<p>Staff</p>	<p>Monthly through January 2017</p> <p>Note: In January the Leadership Team developed a new meeting structure to focus on Formative Assessment, Planning Protocols, and PST, Vertical Teams no longer met, and the work was incorporated</p>	<p>Notes from meetings, lesson plans, walk-throughs, instructional rounds</p>	<p>Student Performance</p>	<p>Teacher monitoring notes, team data, benchmark data, STAAR data</p>	<p>1,2,3,4,8,9</p>

STAAR with targeted instruction plans.			into the new meeting structure.				
<p>The Science Vertical team will focus on</p> <ul style="list-style-type: none"> Developing a plan to teach the processing skills at all grade levels. 	Hart Admin Team, All Teaching Staff, Curriculum and Instruction Team	Team	<p>Monthly through January 2017</p> <p>Note: In January the Leadership Team developed a new meeting structure to focus on Formative Assessment, Planning Protocols, and PST, Vertical Teams no longer met, and the work was incorporated into the new meeting structure.</p>	Notes from meetings, lesson plans, walk-throughs, instructional rounds	Student Performance	Teacher monitoring notes, team data, benchmark data, STAAR data	
<p>The Math Vertical Team will focus on</p> <ul style="list-style-type: none"> Developing goals for problem solving processes within the math strands. 	Hart Admin Team, All Teaching Staff, Curriculum and Instruction Team	Staff, and local funds	<p>Monthly through January 2017</p> <p>Note: In January the Leadership Team developed a new meeting structure to focus on Formative Assessment, Planning Protocols,</p>	Notes from meetings, lesson plans, walk-throughs, instructional rounds	Student Performance	Teacher monitoring notes, team data, benchmark data, iStation, STAAR data	

			and PST, Vertical Teams no longer met, and the work was incorporated into the new meeting structure.				
The Hart Happenings will be utilized as a means professional development throughout the school year to: <ul style="list-style-type: none"> Expand the opportunity for learning of district PD by incorporating summaries/key points in the journal. Highlight best practices utilized in classrooms. Pull the threads of learning from L@L. Discussed by teams to share ideas, talk about implementation of formative assessment, ask questions. 	Admin Team	Local Funds	Every 6-8 weeks	Classroom Observations	Implementation of campus and district initiatives focused on in the Journal and student performance	Implementation of campus and district initiatives focused on in the Journal and student performance	
Meet in Committees each month: Leadership, Technology, Student Council, Parent/Community, UIL, PST, Leopard Leaders, and Culture/Community in order to provide staff input into decisions and planning throughout the school year.	Admin Team and Instructional Leadership Team	Campus funds	September-May	Agendas and sign in sheets	Decisions made for implementation of initiatives and success	Meeting checkpoints to share student work, planning protocols and to ask questions.	1,2,3,4,5,8

					of these initiatives		
<p>Provide Extended Planning three times throughout the year and 1-2 days for summer planning in order for teachers to:</p> <ul style="list-style-type: none"> • Utilize the LISD Planning Protocols for one priority standard each nine weeks. • Analyze student performance data • Study the level of thinking of the TEKS (analyzing released STAAR Tests) • Develop lessons that align with the rigor of the standards. • Develop formative assessments that align with the rigor of the standards, and discuss results as Admin Team to modify and adjust instruction to meet the needs of the students. • Develop specific plans for students in need of intervention and documentation through the PST process. 	Hart Admin Team, All Teaching Staff, Curriculum and Instruction Team	Staff and local funds	Quarterly, and either August 7 or 8 in the summer	Lesson plans, Assessments	Student Performance	Teacher monitoring notes, team data, benchmark data, lstation data, STAAR data	1,2,3,4,8,9

Continue to provide a Reading Intervention teacher for students in need of additional support	District and campus administration	Title I funds	Annually August-May	Teacher intervention schedule and time and effort report	PST and teacher monitoring Annual Intervention progress report	PST and teacher monitoring Annual Intervention progress report	1,2,3,5,9
K-4 teachers will implement a flex group intervention plan to provide differentiated support to students during the day	Grade Level Teams	Campus Funds	October-May	Team Lesson Plans for Intervention	Student Performance Data	Ongoing Formative Data and Quarterly Data analysis	1,2,3,4,9
<p>Implement Formative Assessment Professional development on Early Release Days</p> <ul style="list-style-type: none"> ● teachers continue to implement Learning targets (two content areas) ● Teachers develop formative checks for understanding to measure student learning against the target ● Teachers develop common formative assessment to assess grade level learning towards a target/standard ● Teachers begin developing criteria for priority standard and use one of two 	Campus Administration, C&I Coordinators, Grade Level Teams,	Campus Funds and District Funds	August - May PD Dates: August 8 Protocol Planning, Early Release Dates: November 2, February 8, and April 5.	Team Lesson Plans, Planning Protocol documents, Team Assessments, and Criteria	Students Performance Data	Teacher lesson plans, monitoring notes, team data, benchmark data, STAAR data	1,2,3,4,8,9

strategies for implementation							
Teachers will participate in Professional Development around Reading and Writing, Formative Assessment, and Increasing Rigor	Teachers, Administrators	Title I and Title II funds	August-July	Staff Participation,	Agendas, Sign-in sheets; Internal Surveys	Lesson Plans, Observations	4, 10

Board Priority #2- Campus Goal

Hart Elementary will support the Lovejoy ISD Board Goal of continuing to build a comprehensive plan for communication to build capacity in the community’s understanding of critical district practices aligned to student experiences and student outcomes which are fundamental to continuous improvement.

Objective(s):

- Continue to increase parent understanding of the standards-based reporting system, and grade level instructional practices.
- Continue to provide parents and community members up to date information regarding campus activities and grade level information.
- Continue to contact parents regarding attendance record.
- Continue to provide support for the development of social and emotional needs of students through a comprehensive guidance program.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
K-4 grade level teams will develop and post digital curriculum presentations for parents to reference throughout the year. * Present at the Pre-school PTA meeting as a means of sharing information about Kindergarten with preschool parents.	Hart staff, DLC and IMS	Technology and local funds	Quarterly	Links on the website	Parent feedback	Parent feedback Note: Question was asked on the parent survey to see what format parents would like to have this information shared with them.	1,2,7,9,10
Weekly communication will be provided to parents regarding upcoming events and school information. Principal Email	Admin Team, Hart Staff	Technology and local funds	Weekly	Copy of newsletters	Parent feedback/survey	Parent feedback on survey	1,2,9,10

Team Newsletters/Email/Social Media							
Seesaw - teachers will use this app as a way for students to share their thinking and to forward to parents so they understand where students are in the learning process. Teachers will receive Prof Dev to leverage this tool to effectively improve learning for students.	Grade Level Teams, DLC	Title I and Title II Funds for PD	Weekly	Online portfolios of student work	Student performance data, parent feedback	Student performance data	1,2,3,5,8,10
Counselor will complete a Needs Assessment for parents, teachers, and students to gather information in order to provide relevant services for the 16-17 school year	Counselor	Technology and staff	Annually	Newsletter with link	Use of results to plan lessons for students based on needs	Survey Results	1,2,6,7,9
Counselor will provide small group support for: new students, specific to student needs-i.e friendship	Counselor	staff		Counselor schedule and notes	Parent survey		1,2,6,7,9
Counselor will attend Momentous Institute (a school that integrates social emotional learning into the curriculum)	Counselor	local funds	Once per year	registration and lessons incorporated following the visit	Feedback on student lessons		1,2,6,7,9
Counselor will attend the American School Counselor Association's (ASCA) annual conference	Counselor	local funds	Once per year	registration and lesson incorporated based on new learning at the conference	feedback on student lessons/Survey		1,2,3,4,6,8
Leopard Leaders will be recognized for outstanding character 6 times per year at Hart Beat.	Counselor, Hart staff	local funds	Every 6 weeks	Hart Beat Student Recognition	Student Feedback		1,2,4,6

Character Counts Spirit Sticks will be used as a means of ongoing recognition for students demonstrating the character trait each six weeks. Use of the Character Cop to recognize students.	Counselor, Hart staff	PTA	Every 6 weeks	Hart Beat Student Recognition	Student Feedback		1,2,4,6
Contact parents when the students has missed 3 or more days or parts of days in a four week period.	Assistant Principal, Peims Clerk, teachers	staff	Weekly, as needed	Weekly reports and attendance letters created by Peims and signed by Assistant Principal	Attendance will increase	Weekly, monthly, and 6 month reports	1,2,4,6, 9

Board Priority #3 - Campus Goal

- **Hart Elementary will support the Lovejoy ISD Board Goal to continue to take action to be recognized as the employer of choice for educators who believe that districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, and parents, and colleagues.**

Objective(s):

- **Solicit teacher input into campus improvement plans, participation in campus leadership and goal development, opportunities to lead professional development, and opportunities to provide ongoing feedback.**

- Promote collaboration and team building across grade levels to build a positive environment, and build connections among staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
All teachers will participate on committees and vertical teams to provide input and feedback on campus work. Leadership Team Technology Social Committee	Admin Team, All Hart Staff	Staff, local funds	Monthly	Staff participation	Teacher feedback, Student performance	Teacher feedback, student performance	1,2,3,4,5
Staff will provide input into campus decisions making processes throughout the school year. Adding to SHARP, teachers will develop a common language around the expectation of voice levels throughout the building. Leadership Team, Review of Campus Meeting Schedule/Adjusting to meet the needs of staff	Admin Team, Leadership Team, All Hart Staff	N/A	Quarterly as a whole staff, and Leadership Team meetings, staff survey	Staff Feedback	Staff Feedback	Staff Feedback	1,5
Admin Team will provide support during busy times to ensure teachers have time to do their best work in a supportive environment. Wednesday	Admin Team	N/A	Monthly meeting schedule	Staff feedback	Staff feedback	Staff feedback	1,5

meetings, back-to-back planning, and extended planning.							
Campus promises (norms) will continue to be a focus for how we collaborate and work as Admin Team to accomplish our individual, team and campus goals.	Admin Team, All Hart Staff	Staff	During all team and staff meeting and interactions with parents and community members.	Development and implementation of promises (norms)	Implementation of promises (norms)	Observations of promises (norms) in team planning, staff meetings, conferences, professional development, and communication throughout the building.	1,3,5
K-4 teachers will continue to implement Kagan Team Building Structures each week. The Admin Team will join weekly lessons and highlight practices and behaviors throughout the building.	Admin Team, All Hart Staff	Kagan Materials, local funds	Weekly, each Tuesday	R-Time observations	Students demonstrate the Hart Promise	Student behavior, and recognition for showing the Hart Promise.	2,3

Board Priority #4 - Campus Goal

Hart Elementary will support the Lovejoy ISD Board Goal of becoming a lighthouse for Science, Technology, Engineering, and Math (STEM) education that serves to prepare students for the future of their choosing within these ever-expanding fields.

Objective(s):

- **Integrate Collaboration, Communication, Critical Thinking, and Creativity through different avenues, including technology, into instruction to increase rigor and engagement**
- **Utilize the technology team to develop a vertical plan for meaningful technology integration, and provide ongoing professional development.**
- **Utilize technology to provide students and teachers n opportunity to collaborate online.**
- **Implement Maker Space to provide students access to STEM activities and development.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
The technology team will develop a plan identifying specific areas to target for vertical improvement. Grade level expectations will be developed and communicated to staff.	Technology Team, Admin Team, DLC	Technology and local funds	Monthly meetings	Staff participation	Lesson plans & student products	Lesson plans, Student products	1,2,3,4,5
Hart Staff will participate in Technology Thursdays each month.	Technology team, Admin Team, DLC	Technology, local funds	Monthly	Staff participation	Agendas, sign in sheets	Lesson plans, observations, instructional rounds	1,2,3,4,5
Teachers will implement the use of Google docs for all planning purposes.	Admin Team, All Hart Staff	Technology, local funds	Weekly planning	Lesson Plans	Lesson plans	Lesson plans, observations, instructional rounds	1,2,3,4,5

Teams will utilize Stemsscopes as a resource for science instruction	Admin Team, All Hart staff	Local funds	Weekly in planning and instruction	Lesson Plans	Student performance	Lesson Plans, student performance	1,2,3,4,5
Use Google Classroom in 4th grades so that teacher can post assignments and provide feedback with the students. Students will be able to submit assignments online and work collaboratively.	teachers	none	Weekly	Staff and student participation	Lesson plans, student Google Drives,	Lesson plans, student performance	1,2,3,4,5,6
Purchase supplies for MakerSpace Activities	IMS, Admin Team	Local, PTA, and Title I funds	Weekly beginning October 2016	Library rotation, 4th grade sign up		Library Lesson Plans, pictures	1,2,3,4,5,10
PTA Family Science Night	PTA and Admin Team	PTA	Spring Semester	Invitation, receipt of payment, pictures	Parental Involvement	Pictures	1,2,3,4,5,6
Teachers will participate in Professional Development sessions to learn Best Practices in Technology Integration.	DLCs, Teachers, Administrators	Title I and Title II funds	August-July	Staff Participation,	Agendas, Sign-in sheets; Internal Surveys	Lesson Plans, Observations	4, 10