

Hartman Elementary  
School Improvement Plan at a Glance 2020-2021

Schoolwide Strategy: Hartman staff members will reach the academic and behavioral needs of all students in any setting, at-home or in-person, to increase achievement in all subject areas.

School Improvement Criteria	Coaching Look-Fors/Success Criteria
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• For attendance, we will decrease moderate, at-risk, and severe absences by 2% by the end of the 20-21 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student attendance quarterly</li> <li>• Increase of attendance by those on a plan.</li> <li>• Weekly meetings with attendance team shows a continuous decrease in chronic absenteeism.</li> <li>• Weekly attendance small groups</li> <li>• Weekly leadership meetings</li> <li>• Weekly classroom attendance award</li> <li>• Attendance recognition and announcements</li> <li>• Individual perfect attendance certificates quarterly</li> <li>• Add perfect attendance to Newsletter, Facebook, and Class Dojo</li> <li>• Give attendance referrals to social worker, Ms. Evans</li> <li>• Guidance counselor will do five-day contacts and check in thereafter. Create plan, if necessary.</li> <li>• SSL will do ten-day contacts and report to leadership team any follow-up meetings.</li> </ul>
<p><b>MTSSB</b></p> <ul style="list-style-type: none"> <li>• Student work completion</li> <li>• Social Emotional Regulation-Students able to identify emotion and an appropriate strategy to regulate emotion will increase by 5%</li> </ul>	<ul style="list-style-type: none"> <li>• Increase student engagement to 85% as noted on classroom observations and coaching.</li> <li>• Students' assignment completion will increase by 5% each semester.</li> <li>• Referral data will decrease by 5%, specifically on Tuesdays.</li> <li>• Referrals data for disruptive behavior to gain adult attention will decrease by 5% in the classroom</li> <li>• Teachers will use class meetings and individual social skills coaching to teach students how to ask for help.</li> <li>• Paras will provide support in the areas of social skills instruction, check-in/check-out, and small group instruction on an individualized basis.</li> <li>• Guidance counselor will provide growth mindset lessons to all students K-5</li> </ul>

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	<ul style="list-style-type: none"> <li>• Guidance counselor will provide lessons on asking for help.</li> <li>• During in-class instruction, students will use ME (Mind Ease) time after lunch to meditate and get ready for afternoon instruction.             <ul style="list-style-type: none"> <li>-Class meetings weekly? Tuesday after lunch?</li> <li>-Accountability? Growth mindset lesson, asking for help lesson? SEL teaching</li> <li>-TAPS? ME?</li> <li>-When do we get work made up?- Classwork help at beginning of the day (specialists?)</li> </ul> </li> </ul> <p style="text-align: center;">Restorative Practices-MTSS to study and possibly pilot second semester w/ Gr. 4</p> <p style="text-align: center;">BIPH Section 3</p>
<p><b>English Language Arts (ELA)</b></p> <ul style="list-style-type: none"> <li>• For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by             <ul style="list-style-type: none"> <li>• Winter 2020 rate: 34%</li> <li>• <b>Goal rate for Spring 2021: 40%</b></li> </ul> </li> <li>• For NSCAS ELA summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 6%.</li> <li>•</li> </ul> <p>Use MAP Growth and Exact Path data to inform instruction.</p>	<p><b>Coaching Look-Fors:</b></p> <ul style="list-style-type: none"> <li>• Lessons align to 20-21 OPS Curriculum Guides</li> <li>• Interactive use of technology</li> <li>• Learning targets, success criteria and checks for understanding</li> <li>• 85% or more of student engagement</li> <li>• Small groups are fluid, not stagnant.</li> <li>• Paraprofessional support: paras are active during whole group if in classroom and planned small groups that focus on individualized missing skills.</li> <li>• Restructure paraprofessional support to subject-based rather than grade-level specific. Paras will utilize Exact Path data to create skill-based small groups.</li> <li>• Teachers will utilize restructured lesson planning format. Teachers will collaborate with grade level teams for new curriculum HMH Into Reading planning purposes.</li> <li>• Grade level meetings will focus on Exact Path data to increase MAP Growth achievement by identifying individualized missing skills.</li> </ul>

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	<p>Those missing skills will then be addressed in small group or one-on-one settings.</p> <ul style="list-style-type: none"> <li>• Teachers will create buy-in with their students for MAP Growth to increase motivation and achievement.</li> <li>• Teachers will integrate interactive use of technology into lessons.</li> <li>• Professional development will be provided to teachers with a focus on learning targets, success criteria/checks for understanding.</li> <li>• MAP Growth incentive posters will be created at the beginning of the school year. Regular classroom discussion will occur with a focus on how ELA lessons and learning are related to MAP Growth assessments.</li> </ul> <p>BIPH Section 4, 7</p>
<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• For NSCAS Math summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 5%.             <ul style="list-style-type: none"> <li>• Spring 2019 rate: 23.1%</li> <li>• <b>Goal rate for Spring 2021: 30.8%</b></li> </ul> </li> <li>• For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 7%.             <ul style="list-style-type: none"> <li>• Winter 2020 rate: 26%</li> <li>• <b>Goal rate for Spring 2021: 33%</b></li> </ul> </li> </ul> <p>Use MAP Growth and Exact Path data to inform instruction.</p>	<p><b>Coaching Look-Fors:</b></p> <ul style="list-style-type: none"> <li>• Lessons align to curriculum guides, Interactive use of technology, LTs, SC/Checks for Understanding, 85% engagement, discourse, productive struggle</li> <li>• Para support – planned small groups that are focused on individualized missing skills or pre-teaching</li> <li>• Lesson plans by chapter and utilize backwards planning</li> <li>• Utilize Math Coach (Chris) for planning, coaching, questions, and professional development</li> <li>• Utilize OPS Common Summative Assessments</li> <li>• Utilize rigorous formative assessments that are aligned with district assessments.</li> <li>• Incorporate interactive use of technology in daily lessons</li> </ul>

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<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 6%             <ul style="list-style-type: none"> <li>• Winter 2020 rate: 33%</li> <li>• <b>Goal rate for Spring 2021: 39%</b></li> </ul> </li> </ul> <p>Use MAP Growth data to inform instruction.</p>	<p style="text-align: right;">BIPH Section 5, 7</p> <p><b>Coaching Look-Fors:</b></p> <ul style="list-style-type: none"> <li>• Lessons align to OPS Curriculum Guides</li> <li>• Interactive use of technology</li> <li>• Learning targets, success criteria and checks for understanding</li> <li>• 85% or more student engagement</li> <li>• Hands-on activities that align with OPS curriculum guides.</li>   <li>• Use lesson plans provided by district but include snapshot on weekly plans. Teachers will incorporate hands-on activities and time for exploration.</li> </ul> <p style="text-align: right;">BIPH Section 14</p>
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Staff Meeting Dates	Grade Level/Team/Department Meeting Dates
9/21	9/2
10/5	9/17
10/12	10/1
10/26	10/22
11/9	11/5
12/7	11/19
1/11	12/3
1/25	12/10
2/8	1/14
2/22	1/28
3/22	2/11
3/29	2/18
4/12	3/25
4/26	4/8
5/10	4/29
5/24	5/6
<b><u>District Professional Development Days</u></b>	
<u>August Curriculum Days (1.0 day) - (To be pre-populated by CIS if appropriate)</u>	
<u>September Curriculum Day (0.5 days) - (To be pre-populated by CIS if appropriate)</u>	
<u>April Professional Development Day</u>	
<u>May Professional Development/Teacher Planning</u>	