

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Shawna Renee Ballast

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name R. F. Hartman Elementary School

(As it should appear in the official records)

School Mailing Address 510 South Birmingham Street

(If address is P.O. Box, also include street address.)

City Wylie State TX Zip Code+4 (9 digits total) 75098-4200

County Collin County

Telephone (972) 429-3485 Fax (972) 442-7072

Web site/URL http://www.wylieisd.net/Domain/13 E-mail shawna.ballast@wylieisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. David Vinson E-mail david.vinson@wylieisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wylie Independent School District Tel. (972) 429-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Heather Leggett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 2 High schools
 - 1 K-12 schools
- 20 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	171	97	268
K	28	16	44
1	25	19	44
2	23	13	36
3	29	22	51
4	16	23	39
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	292	190	482

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 11 % Asian
 - 16 % Black or African American
 - 24 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 44 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 30%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	94
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	54
(3) Total of all transferred students [sum of rows (1) and (2)]	148
(4) Total number of students in the school as of October 1, 2015	496
(5) Total transferred students in row (3) divided by total students in row (4)	0.298
(6) Amount in row (5) multiplied by 100	30

6. English Language Learners (ELL) in the school: 29 %
148 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Afrikaans, Amharic, Arabic, Bengali, Bosnian, Ethiopic, Gujarati, IBO/IGBO, Ilonggo, Korean, Kurdish, Malayalam, Mandarin, Panjabi, Russian, Shona, Spanish, Swahili, Thai, Tigrinya, Turkish, Urdu, Vietnamese, Other Languages Not Specified

7. Students eligible for free/reduced-priced meals: 53 %
Total number students who qualify: 270
8. Students receiving special education services: 27 %
141 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 22 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 6 Emotional Disturbance
- 3 Hearing Impairment
- 2 Mental Retardation
- 0 Multiple Disabilities
- 1 Orthopedic Impairment
- 16 Other Health Impaired
- 7 Specific Learning Disability
- 154 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 6 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	25
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	23
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	95%	95%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes _ No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Hartman Elementary School, in partnership with the families and the Wylie community, will provide a safe environment with quality education so that all students will strive for continuing excellence in social, academic, and extracurricular opportunities through their lifetime.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Hartman Elementary is a community of learners who believe in providing quality education so that all students will strive for continued excellence in social, academic, and extracurricular opportunities. The staff is dedicated to Wylie Independent School District's mission of sustaining a culture of high expectations while valuing unity, relationships, and trust.

Wylie Independent School District is a fast-growing suburban school system in southern Collin County, 24 miles northeast of metropolitan Dallas. Covering 41 square miles, the district of more than 15,100 students serves the City of Wylie as well as families in the surrounding communities of Sachse, Murphy, Lucas, Lavon, and St. Paul. Wylie ISD has 20 campuses including one 6A, one 5A high school, one alternative high school, three junior high schools (grades 7 and 8), three intermediate schools (grades 5 and 6) and eleven elementary campuses (grades Pre-K through 4).

Hartman Elementary opened in 1963. The school was named in honor of Richard Floyd Hartman, who spent 45 years as a professional educator. He was named superintendent of Wylie ISD in 1943 and held that position for 21 years until his retirement in 1964. Hartman is the oldest campus in Wylie ISD and serves over 500 students. At Hartman, 45 percent of students are considered at risk, and 55 percent of students are considered economically disadvantaged. Hartman is the only early childhood school for the district and accommodates over 220 pre-kindergarten students as well as the Preschool Program for Children with Disabilities (PPCD).

At Hartman, character and community values are essential in building responsible citizens. High expectations and accountability are expected from all students and staff with the understanding that exemplary employees make a difference.

The staff at Hartman takes great pride in the commitment to student academic achievement as well as meeting the social, emotional, physical, and cultural needs of students. Hartman's partnerships with weekend food programs and pantry sponsors provide nutritious meals to address physical development of students in need. Multicultural units and supporting literature allow students opportunities to develop cultural awareness.

The hashtag #hartmanpride has great meaning to the faculty. There is pride in providing a quality education and building relationships with students, parents, and community members. The beliefs, vision, and goals of Hartman Elementary are based on the understanding that the school belongs to the community, and educating the whole child is paramount to building a better society. The community and staff at Hartman are proud that students have met the academic combined targets as well as closed the achievement gaps of subpopulation groups. For this achievement, Hartman received an award as a TEA Title 1 Reward School for high performance and high progress as well as various distinction designations in Academic Achievement in Reading, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

The staff at Hartman also takes great pride in developing the character of each student being served. The Wylie Way is a movement in the school that is designed to set students on the path to achievement in every area of their lives including their emotional development. It is built on the foundations of relationships, strengths and interests, plan and purpose, and core ethical values. The heart of the Wylie Way initiative at Hartman lies in the values being instilled. With the support of the community, core values have been identified to pass on to students. Not only is academic achievement important, exceptional character is important, too.

The staff at Hartman understands and is persistent with searching for better ways to achieve goals while continuing the cycle of improvement. The faculty is committed to working in weekly Professional Learning Communities (PLC's) that focus on a commitment to the learning of each student. Team members work together to clarify exactly what each student must learn. This includes monitoring each student's learning in a timely manner, providing systematic interventions, ensuring students receive additional time to support struggling students. PLC members seek ways to extend and enrich learning when students have already

mastered objectives. Team leaders were trained in leading professional learning teams with passion and purpose.

The cornerstone of Hartman revolves around having a culture that celebrates academic and character achievement through grit and perseverance. The #hartmanpride assemblies allow for recognition of students, staff, and community members for hard work, determination, and effort. In addition, community members mentor students both academically and socially. Time is designated to cultivating student-teacher relationships.

The staff at Hartman is dedicated to the students being served. Many teachers have been on staff for over 20 years and are invested in the students, parents, and community. This #hartmanpride culture is contagious. All of the above mentioned special programs and features lead to the success of the school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

A complete and viable curriculum is at the heart of Hartman education. The belief that all students can learn, lends itself to a strong educational framework. Hartman’s curricular approach diligently integrates mandatory Texas Essential Knowledge and Skills (TEKS) defined by the state. Those standards are vertically aligned to ensure that students are moving towards mastery of each skill that is needed as a foundation for the next skill. TEKS are addressed in a spiraling curriculum that identifies deficiencies in learning, to then guides focus for individual students.

A strong framework in literacy is essential in elementary education. Once the ability to read is acquired, an entirely new world is opened up to students. The English Language Arts and Reading (ELAR) curriculum includes a focus on reading, writing, speaking, listening, grammar, and spelling. The reading curriculum is focused on students gaining fluency, as well as comprehension skills, and a love of literature. Students receive frequent feedback and constant monitoring. Foundational skills are acquired through guided reading includes a word study component, as well as a focus on sight words, word-solving strategies, vocabulary study, and comprehension.

Writing is taught through methods that empower students as authors. Students work on various types of writing and are given time for a mini lesson, independent writing, and time to share writing with their peers. Teachers collaborate regarding each student’s writing by sharing student work, scoring, and providing feedback to each student.

In math, students begin with a strong focus on numeracy skills and problem-solving. Students work in a state defined spiraled curriculum that is also vertically aligned. Reliance on correct answers does not take the place of students understanding processes and true numeracy at Hartman. TEKS are addressed in the curriculum through a guided math approach with small group instruction to focus on applying mathematics to everyday life, communicating mathematical ideas, and analyzing mathematical relationships. This approach was chosen to include varied learning styles, with a hands-on approach with manipulatives, which then moves to pictorial models, and finally fosters a more abstract level of thinking. Immediate feedback is given to students so that misconceptions can be addressed quickly and remediated.

Science instruction at Hartman is focused on an inquiry-based model to help students understand the various areas of science. This model was chosen because the strands of the science curriculum include scientific investigation and reasoning. This allows opportunities to follow the scientific method for answering questions. Foundational skills are acquired through lessons focused on TEKS that include: Matter and energy, force and motion, Earth and space, weather, natural cycles, and organisms and environments. The science curriculum spirals so that knowledge is built upon each year. Curriculum is assessed through technology, scientific experiments, as well as hands-on science lessons. District science fairs provide opportunities to showcase student understanding of the scientific methods.

Hartman’s social studies curriculum is an essential part of helping to grow the next generation of citizens. The curricular approach chosen focuses on history, geography, economics, government, citizenship, culture, and social studies skills. The TEKS are addressed by integrating literacy skills with social studies content where students read, write, and research in the area of history. A focus in the citizenship strand is the understanding of important symbols, customs, and celebrations representing American contributions to national identity. A key component of citizenship education is the Wylie Way. This is an achievement education framework that introduces key character values such as grit, responsibility, and gratitude. The social studies curriculum includes problem-solving and decision-making skills in a variety of settings with other contents. To advance academic achievement, classroom activities include a Veterans Day program and breakfast that honors local veterans. Similarly, “Market Days” help students understand basic economic concepts. Classroom participation in mock elections help simulate civic responsibilities. This strategy engages students in civic processes. Each grade level takes field trips which are often focused on social studies. Fourth grade students travel to Austin each year to visit the Texas Capitol and learn more about

state government and history. Third graders visit the George W. Bush Presidential Library each year to learn more about citizenship and government.

Scientific research indicates that students who receive a pre-kindergarten education enter primary grades with advanced academic readiness enabling student success. Hartman's pre-kindergarten program adheres to state pre-kindergarten guidelines. These guidelines align vertically with the K-12 state curriculum (TEKS). Pre-kindergarten instruction consists of the core content areas including: reading, writing, math, science, and social studies. Listening, writing, fine motor skills, foundational numeracy, and literacy are explicitly taught. Social and emotional development in work and play settings are also practiced.

Staff utilize a targeted assessment to measure student growth, progress, and areas of weakness that may require intervention. Pre-kindergarten teachers employ the same classroom practices, including guiding reading and writing methods, as a means for continuously building literacy skills. Teachers regularly collaborate in vertical teams to ensure academic readiness is being achieved. The goal is for students to leave pre-kindergarten with the foundation they need to ensure future academic success.

2. Other Curriculum Areas:

On a daily and weekly basis, Hartman Cool Cats are rigorously challenged, assessed, and rewarded through a variety of extracurricular subject areas. The pre-kindergarten and PPCD students all receive daily doses of music, art, and physical education through activities integrated into their classrooms, while kindergarten through fourth grade students attend daily rotation classes.

Kindergarten through fourth grade students attend a visual arts rotation class once per week for sixty-five minutes. They receive a variety of knowledge and skills tied directly to the TEKS related to art history, famous artists and trends, various artistic media, textures, and lines. The art program also makes a point to foster a positive and rewarding school culture and environment. For example, all kindergarten through fourth grade students create their own versions of watercolor Cool Cats. Many of the projects are put on display. Sharing of student work is a common practice. Students are consistently able to view a constantly rotating array of their artwork as they navigate the hallways throughout the school.

Students attend music rotation classes once a week for sixty-five minutes. Hartman students receive extensive TEKS-based lessons on musical literacy which culminate yearly in their own written compositions. Those compositions are turned into printed music and recorded; students can see and hear their etudes as true composers. Most importantly, all kindergarten through fourth grade music students are featured in annual grade level performances ranging from simple musical programs to full scale musical productions. The productions are often based on famous literary works. The ultimate outcome of public performance at Hartman revolves around creating a sense of pride and confidence in every student, as well as fostering a spirit of teamwork.

Kindergarten through fourth grade students attend their physical education classes twice a week for a total of 130 minutes. The physical education program focuses on the TEKS, as well as the scientifically proven fact that high standards of bodily health and flexibility lead to overall improvement in cognitive function and achievement. Physical education classes feature lessons and activities based on strength, endurance, flexibility, and cardiovascular stimulation. Team sports units are taught as a means of teaching students how to work together in groups, attain conflict resolution skills, acts of fairness, and personal integrity. Visitors and volunteers from the community are brought in to reinforce the curriculum. One example includes participation by guest speakers to shoot hoops with students and speak to them about heart health, high school students to join elementary students in weekly gym activities, and parent volunteers to run stations at field day.

Hartman students attend computer technology rotation classes once per week for sixty-five minutes. They focus on learning the core technology skills, as outlined in the TEKS, that they will need to function in the modern world and workplace, such as widely-used word processing and visual presentation applications and web-surfing tools, as well as web-safety techniques. Students also attend 30 minute classes once per week in a newly-renovated library. Students have a variety of classic and new literature, as well as a fully-outfitted

modern technology lab at their fingertips. The library is treated as a heart and hub of the school in hopes of fostering a love of literacy and learning.

All rotation classes at Hartman actively support and reinforce core academic concepts, essential knowledge, and skills. The art program regularly accommodates teacher requests for projects that reinforce current social studies elements such as periods in history and historical figures, as well as student practice in drawing expressions and emotion to help better illustrate the classroom writing assignments. Music classes provide reinforcement of classroom concepts such as mathematical correlations between rhythm and fractions, the science and physics of sound, and literacy connections through performance. Students in physical education employ various distance measurements in lessons and receive science and anatomical knowledge reinforcement. Third and fourth grade students participate in a “testing trot” before all unit and state assessments to get their brains firing at a more optimal level.

Teachers of rotation classes make it a point to provide support and ample opportunity for special education and English-language learner populations to be successful. Performing groups provide opportunities for these students to shine outside of classroom academics by preparing literature in foreign languages and boosting self-esteem. Students in physical education classes practice skip counting in English and Spanish while doing stretches, and computer classes offer application options in both languages.

3. Instructional Methods, Interventions, and Assessments:

The educators at Hartman are aware of the constant challenges of providing quality instruction in the classroom setting. Because each student requires differentiated instruction based on current abilities, the educators provide small group community-based coaching that adheres to the needs of the students. Thorough planning and extensive progress monitoring reflects the benefits of providing individualized instruction. Teacher support is provided with push-in assistance to ensure that each student is offered scaffolding opportunities to close achievement gaps identified in the response-to-intervention process. Hartman’s daily intervention block is designated to serve students both above and below their projected learning goals.

The Response to Intervention team at Hartman Elementary assembles every three weeks to discuss campus concerns and success. Assigned intervention leaders provides support and intervention suggestions to the team. The intervention team leaders document interventions and their effectiveness both before and after the meeting. Data and progress-monitoring are digitally documented at this time to determine if the students require additional interventions or further testing for learning disabilities.

Hartman Elementary is dedicated to providing comprehensive research-based interventions that yield proven results. A well-known intervention created by a Wylie ISD alumni is the newest addition to this objective. This particular intervention is built around state standards that allows students to digitally engage in preparatory self-assessments that encourage readiness for both STAAR and Wylie ISD examinations. The educators also utilize interventions that focus on phonics instruction. While designed with the dyslexic brain in mind, these interventions are also effective for students who struggle in the area of phonics, phonemic awareness, and the manipulation of sounds. With online-based interventions, the educator is able to view the students’ progress to determine the efficacy of instruction, and then provide additional support in the small-group setting to synthesize new learning.

In keeping with the digital integration of online technology, Hartman employs a popular intervention that students can access on digital devices provided by the district. The personalized assessment is designed to highlight a student’s unique instructional path and then create an intervention plan based on those needs. Digital reports provide interventions in the areas of math and reading. Once the student has been evaluated, the teacher has access to progress reports and lessons built around required areas of improvement. To address students and subgroups whose data gaps reflect a 10 percent or higher discrepancy in relation to their peers, students are monitored weekly through a program that identifies specific deficits to allow teachers to provide interventions that offer focused concentration in those specified areas. To ensure that advanced students maintain high levels of achievement, teachers provide enrichment opportunities that encourage growth through programs including: leadership opportunities, use of technology in innovative

ways, advanced curricular rigor, and involvement in Hartman's gifted and talented programs.

Hartman math educators are responsive to the idea of building a solid math fact foundation based around continued practice and recall of fundamental math concepts. Online math programs are utilized to allow for additional practice of math facts. While the programs provide short bursts of math fact practice, the student progress in math fact fluency has proven its operational necessity in the classroom.

Hartman Elementary recognizes that constant review of data is necessary to determine where a student resides along his/her education continuum. Data is gathered from varied forms of assessments to ensure students receive a well-balanced review of learning capacity. District assessments are administered at the end of each semester to determine the student's response to current classroom curriculum. A reading assessment is administered at the beginning, middle, and end of the year to determine and document both positive and negative movement in reading aptitude, comprehension, and fluency. The identification of the strengths and weaknesses prepares the educators to tailor instruction to meet the reading needs of each student. New to the district is an academic progress assessment. Much like the reading assessment, the test is also given at the beginning, middle, and end of the school year. The assessment is online-based and measures a student's growth or decline in the areas of math and reading. The student's data is compared to his/her class, grade level, and school population, as well as other students in the Wylie ISD. This allows for the critical review of a student's academic achievements in relation to his/her peers. The data calculations allow for each student's strengths and weaknesses to be observed on a prescriptive basis, enabling the educator to view which specific areas need to be addressed or evaluated to provide the most valuable and accommodating instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Step inside Hartman Elementary and immediately experience the warm embrace that can only be created through decades of children’s voices and shuffling footsteps throughout its hallways. As the oldest campus in Wylie ISD, the red brick building and interior classrooms are rich in character. As former Cool Cats themselves, many of the teachers have taught at Hartman for more than 20 years. Committed to serving the community from which the students come, Hartman's staff is dedicated to providing quality instruction to all students. Students and parents describe the school climate as welcoming, friendly, and family-oriented. Discipline referrals are low, and student achievement is high. This is a result of the stakeholders investment in student success via mentoring, volunteering, programs such as weekend food donations and a parent-teacher association.

Hartman is proud to promote an educational environment rich in acts of praise, encouragement, and character education via the Wylie Way Achievement Education Program. Wylie Way core values of hope, unity, grit, and “Mapping Your Future” are modeled during core value assemblies to encourage academic responsibility. To recognize student academic growth, certificates and incentives are awarded to encourage continued academic success. To support social and emotional growth, students and teachers are recognized during a Cool Cats “Kuleana” pep-rally each quarter. At this time, teachers receive awards for academic excellence and upstanding social leadership. In addition, two students from each classroom are selected and trained as “Cool Cats Buddies” to assist new students with the classroom routines, lunch processes, and school procedures.

Student and staff morale is high due mostly in part to the personal sense of accomplishment that comes with being rewarded for academic perseverance and accomplishments. Hartman leaders acknowledge that teachers who feel valued and trusted will mold academically successful students. Appreciative functions are sponsored by administration to celebrate and reinforce a climate of value and support. Staff members are also given the opportunity to recognize peers who exhibit extraordinary efforts in education. Leadership teams meet monthly with administration to observe the needs of the team. These meetings are held to confirm that the ideas and needs of the staff are being supported. Anonymous culture surveys are completed to identify areas of weakness and needed improvement. The data collected from this survey is then used to shape the goals of the school climate for the following year. The positive environment that Hartman has cultivated through successful staff and student connections is all made stronger by the dedication to provide a diverse inclusive school culture. The beliefs, vision, and goals of Hartman Elementary are based on the understanding that the school belongs to the community and educating the whole child is paramount to building a better society.

2. Engaging Families and Community:

Hartman Elementary takes great pride in building relationships with Hartman families and community members. The school is intentional in establishing and maintaining partnerships with stakeholders because such bonds encourage and promote student success. Among these partnerships are Wylie businesses, community members, churches, outreach agencies, and Hartman families.

Hartman mentors are an integral part of the Cool Cat population. Be it a Wylie ISD parent, a local church member, or an area employee, mentors are volunteers who are recruited, screened, and trained at Hartman. The purpose of mentorship is to provide positive and supportive role models in students’ lives. Adult volunteers meet with students weekly to interact, share stories, and establish a trusting bond with their mentee. This not only confirms for each student that they are valued, but fosters the social and emotional growth of the child as well. In addition, the counselor coordinates the high school peer helpers to guide individual students and establish positive peer relationships. These members visit their mentees once per week, which creates a healthy and reliable bond on which the children can depend. Roughly 12 percent of the K-4 Cool Cat population works weekly with mentors.

The Hartman staff is trained to recognize and understand the relationship between a child's academic progress and the child's basic needs of food and clothing. They are proactive in communicating student needs to the counselor. Therefore, meaningful community partnerships include those shared with a local shoe store, an area church, and a nearby food pantry. Back-to-school monetary donations collected annually by the shoe store go directly to Hartman Elementary for purchasing new shoes for students in need. Over 100 pairs of shoes were provided to Cool Cats in the first semester of school, while another 40 pairs were distributed in the spring. Thanks to a partnership with a church, over 50 new coats were delivered to Hartman in January for students in need. The food pantry provides approximately 350 pounds of fresh produce bi-weekly which is shared with Cool Cats families via a mobile fruit stand during afternoon dismissal. Additionally, over 50 weekend food bags are sent home each Friday in the backpacks, thanks to the school's partnership with the state food bank.

Family events at Hartman are held regularly and are geared to accommodate working families. An annual Cool Cat Spaghetti Dinner, Curriculum Goal-Setting Night, Hartman Technology Night, a Spring Carnival, themed musicals, and an offering of Pre-K Literacy and Math Nights, all aim to engage families and provide opportunities for family togetherness.

3. Professional Development:

Hartman Elementary teachers are committed to exceeding the district's required number of professional development hours. This continued commitment is a reflection of teachers' dedication to pursuing professional excellence. Prior to school commencement, Wylie ISD provides intense training that prepares educators with the most current and relevant instructional practices. Those practices are later revisited by administrators to evaluate their contributions to student achievement. The TEKS and professional development are intertwined within the curriculum to ensure that best practices are both monitored and enforced.

Hartman's PLC team leaders underwent an intensive six-day training that was aimed at identifying bedrock TEKS and incorporating them into rigorous daily instruction. The training sparked an awareness of the necessity to vertically align bedrock TEKS to make certain that each learning target was supported in-depth by the last. As a result, vertical alignment teams were created to safeguard the integrity of foundational TEKS.

Hartman recognizes that building a strong literacy foundation in students from an early age helps them become more successful in all content areas. To assist in meeting the needs of every student, Hartman utilizes a reading consultant. The consultant provides additional training and support for the implementation of balanced literacy. The staff also reaches out to district learning specialists in order to plan the most effective lessons that will prepare students to achieve content mastery. At weekly campus PLC's, educators are dedicated to discussing effective teaching strategies, sharing ideas for upcoming units, and reviewing recent data.

Hartman believes in supporting teachers from within. Mentor teachers are available for new teachers. The mentors are seasoned educators that are knowledgeable and steadfast in their pursuit to model, plan, and encourage new teachers in inspiring ways.

The district provides after-school classes that focus on upcoming units in variety content areas. The staff at Hartman takes advantage of the classes in order to plan ahead and exchange ideas from teachers across the district. Administrators also regularly send teachers to regional classes and conferences. In addition, several Hartman teachers attended 21 hours of math and reading academies hosted by the state during the summer. Hartman's administrators seek professional development through weekly principal meetings to collaborate with other campus leaders. Professional conferences selected to address school challenges are attended regularly. These opportunities provide the administration with professional development aimed toward overcoming the school's challenges. Those challenges include the high percentage of ELL and economically disadvantaged students, as well as low parental involvement. Strategic professional development planning insures campus initiatives are implemented at optimal staff capacity. These initiatives

impact student achievement and school improvement by ensuring that Hartman resides on the cutting edge of education.

4. School Leadership:

To remain current in the 21st century of social media integration in schools, Hartman chose to promote school leadership by adopting hashtags that are representative of Hartman's culture. The philosophy of leadership at Hartman is #hartmanpride. The hashtag means that Hartman takes pride in all that it does and stands for. Hartman's goal is to develop and cultivate leaders in various areas, so that every child is successful in the learning process. Decision-making at Hartman is collaborative and vital in the advancement of each student's direction down his/her path to educational prosperity. Hartman organizes leadership members based on strengths and goals for the team. Hartman has a Response to Intervention leadership team that reviews data student by student and provides intervention assistance. The RtI leadership team includes members at the administrative, counseling, and all special services levels. Professional learner community leaders assemble to guide teams in best practices and vertical alignment of curriculum. They serve as a listening ear to the challenges of being an educator. The team monitors the pulse of the school so all staff can add value to the overall goal of increasing student achievement. In addition, the Wylie Way leadership team consists of paraprofessionals, teachers, administrators, and counselors. The purpose of the team is to plan engaging core value lessons for staff and students. While the goals may differ for each of the leadership teams, the primary objective is the optimization of student achievement. Hartman school leadership members are committed to attaining goals while having a clear direction and agreement on the purpose of the team. Each team creates an environment in which team members are comfortable taking risks while communicating and taking action. The most valuable element of each team is trust. This safe-haven allows participants to express their opinions and potential solutions to solve problems in a safe and reciprocal setting.

Hartman educators are equipped with multiple leadership channels through which they can seek guidance in regards to obstacles in education and to resolve pending conflicts. Principal, assistant principal, counselor, and team leaders all make up this tiered leadership structure.

Hartman's principal actively leads the campus by providing staff development, supervising data monitoring, developing engaging social experiences, and advocating for staff and students. Frequent classroom walkthroughs, evaluations, and prompt feedback ensures an effective learning environment. The principal continues to lead by example in her efforts to remain ever present in campus responsibilities including: cafeteria duty, traffic control, parent communication, and maintaining an open door policy.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The beliefs at Hartman Elementary run deep; therefore, they affect the strategies that are chosen for students. The faculty at Hartman believes that a strong foundation in literacy will project the students down the right pathway for academic success. Hartman adopted a balanced literacy framework to complete the literary development of students. Balanced literacy includes the strongest elements of the read aloud, shared reading, shared writing, interactive writing, Reader's Workshop, word work, Writer's Workshop, and guided reading. Guided reading is the heartbeat of Hartman. It is the key component to the balanced reading framework. The process of reading out loud with correction and instruction is the critical component of guided reading. The immediate feedback is crucial to students' success. It has been proven at Hartman that guided reading not only benefits struggling readers, but also the proficient readers, too. Students are able to practice good reading habits and receive immediate feedback enabling teachers to meet students where they are in their reading development and provide targeted instruction. The teachers at Hartman are able to identify areas of strengths and weaknesses and the key components that a student requires to advance him/her to the next level in reading development. Guided reading provides significant beneficial results with helping students develop essential reading skills. Teachers face the challenge of meeting the diverse reading needs of students daily. At Hartman, guided reading is the answer to meeting a wide range of literary needs. Guided reading provides an avenue to differentiate reading instruction that aids in building fluency, expanding vocabulary, developing comprehension skills, and improving attention to detail. Guided reading has revolutionized the teaching of literacy at Hartman Elementary.

The staff at Hartman utilizes a specific targeted lesson planning tool that includes the essential components of guided reading. During PLCs, teachers lead discussions that are often centered on what vital components or strategies the students require to advance them from level to level. Teachers look at what stage each individual child resides in his/her literary development and seeks ways to elevate them. Targeted assessments and data analysis assist teachers with pinpointing the specific strategies that students require and then design guided reading lessons with those strategies in mind. The staff at Hartman has such a passion for literacy and guided reading. Hartman's educators provide a wonderful opportunity to share the joy of reading and cultivates an appetite for becoming sharpened readers.