

Wylie Independent School District
Hartman Early Childhood Learning Center
2025-2026 Campus Improvement Plan

Accountability Rating: A



Mission Statement

Helping Everyone Succeed

Vision

I am a Hartman Cool Cat! I will work hard to succeed by giving my best effort, showing grit, and being a good friend to everyone.

Value Statement

Hartman Cool Cat Values are:

We value respectful relationships.

We value kindness.

We value positivity.

We value grit and determination.

We value a consistent environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment for the 2025-2026 school year is 437.

Hartman Early Childhood Learning Center is an Early Education and Prekindergarten campus, identified as a school-wide Title 1 campus.

Ethnic Distribution: 17.85% African American, 23.34% Hispanic, 21.74% White, 0.92% American Indian, 31.35% Asian, 0.0% Pacific Islander, and 4.80% Two or more races.

Campus Profile/Student Information: Economically Disadvantaged is 38.99%, English Language Learner's 32.5%, Students with Disciplinary Placements 0%.

Class Size Averages:

- Early Childhood Special Education 3-year-old class is 4:3
- Early Childhood Special Education 4-year-old class is 9:3
- Prekindergarten-Inclusive is 20:3
- Prekindergarten is 22:2.

Special Programs: Bilingual/ESL Education 32.5%, Special Education 21.73 %

Students By Grade: Early Childhood Education 19.22%, Prekindergarten 80.77%

Demographics Strengths

The Hartman community has a strong reputation for providing quality education. Property values continue to rise. As the school community becomes more diverse, the population strongly supports the Hartman Early Childhood Learning Center. In many cases, new arrivals move to the area to be a part of Wylie ISD and the Hartman community.

Attendance rate (95%)

Low student/teacher ratio (11:1 Prekindergarten)

Disciplinary Placements (0%)

Teachers and administration incorporate a strong focus on values and manage discipline well.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 39.99% of Hartman students are economically disadvantaged.

Root Cause: Our district encompasses a large area of lower-income housing and neighborhoods where multiple families often live in a single household.

Student Learning

Student Learning Summary

Hartman Elementary transformed into Hartman Early Childhood Learning Center for the 2025 school year. Students from all over the district are served at Hartman. Wylie ISD received an overall "A" rating from the Texas Education Agency (TEA) in the 2025 accountability ratings, with all eligible campuses earning "A"s and distinctions.

The staff at Hartman Early Childhood Learning Center takes great pride in the relationships formed with parents, students, and the community to reinforce student success.

Student Learning Strengths

Initial benchmark assessments show that only 42% of students can answer "who" and "what" questions after a read-aloud. EOY kindergarten BAS scores on 4 campuses showed that students could read and decode the text, but struggled with comprehension, meaning that 80% of their students did not advance to the next reading level due to comprehension.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Hartman students need to increase their listening comprehension skills by 43% using the Benchmark Assessment System.

Root Cause: The student's early reading skills are low due to the parents' limited knowledge and lack of engagement.

School Processes & Programs

School Processes & Programs Summary

Hartman employs various assessment methods to identify strengths and weaknesses in student expectations and curriculum. Those assessment methods include the CIRCLE Progress Monitoring System, common formative assessments, and District Performance Assessments. The administration at Hartman ensures that teachers are implementing the district's curriculum with fidelity by discussing curriculum and assessments during PLCs and consistently monitoring instruction through walkthroughs. Data is tracked through Performance Matters and disaggregated at team professional learning communities. When students are not making progress on assessments and not achieving the goals set for them by their teacher, interventions are implemented. Teachers participate in goal setting by using SMART goals that are aligned with T-TESS expectations. Teachers use data sheets, which include many assessment data points, to monitor student achievement. Best practices, such as phonemic awareness, the use of manipulatives, visual models, and positive reinforcement, are among the effective strategies that teachers employ to support student learning.

School Processes & Programs Strengths

Professional Learning Communities, which promote teacher collaboration and research-based interventions, are a key strength of the school. These two programs facilitate differentiation, allowing each child and teacher to have specific learning goals and targets. Additionally, as a Title I campus, we have additional staff members, including Instructional Facilitators and Paraprofessionals, to support student growth through targeted interventions and the purchase of necessary resources. Fifty percent of the certified staff have ten years or more of experience, and 55% of the staff are ELL certified.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Due to the limited vocabulary of second language learners and low socio-economic backgrounds, students' vocabulary is often limited.

Root Cause: Second-language and economically disadvantaged students often lack access to resources and exposure to literacy-rich environments.

Perceptions

Perceptions Summary

Students, staff, and parents were given a culture and climate survey. Students described Hartman as a place where everyone knows their name and works hard to achieve their goals. They said the administration and teachers were welcoming, friendly, and always helpful. Teachers described Hartman as a place rich with tradition and pride. Teachers rated the curriculum knowledge by the administration as strong. Hartman has emergency operating procedures in place, and staff and students are trained to practice drills on a monthly basis. Campus activities, such as Wylie Way Core Value Days, help promote school-wide student participation while emphasizing key character traits.

Perceptions Strengths

Parents, students, and staff reported that Hartman has a positive school culture and climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Seventy-six percent of parents who responded to the district parent survey reported being involved in student-parent engagement activities.

Root Cause: Parents would like more time-varied engagement activities. Many of the Hartman parents work during the day or evenings and aren't able to attend face-to-face activities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 1: Our campus will have a common understanding regarding violence prevention and interventions.

Evaluation Data Sources: discipline referrals, # of threat assessments

Strategy 1 Details	Reviews		
<p>Strategy 1: Students will participate in Unity Day activities provided by the counselor. Strategy's Expected Result/Impact: Students learn strategies to show kindness and acceptance. Staff Responsible for Monitoring: Administrators, Counselor, Classroom Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 2: Throughout the 2025-2026 school year, staff will encourage students to arrive at school on time each day that they are well enough to attend classes, to maintain a 95% daily attendance rate.

Evaluation Data Sources: Campus attendance reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Attendance and tardies will be monitored weekly.</p> <p>Strategy's Expected Result/Impact: Improved daily attendance rate</p> <p>Staff Responsible for Monitoring: Campus administration, Counselor, PIEMS Clerk, Title 1 Facilitator, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 3: By the end of the first nine weeks, adults and students will have a common definition and understanding of the core values of respect and responsibility.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement all activities on the September 10th Wylie Way Day. Strategy's Expected Result/Impact: Completion of Wylie Way Lessons Staff Responsible for Monitoring: Campus Administration, Counselor, Title 1 Facilitator, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement Unity Day Activities on October 22nd. Strategy's Expected Result/Impact: Students and staff wear orange and complete all activities within the lesson to improve student relationships and promote unity. Staff Responsible for Monitoring: Campus administration, Counselor, Title 1 Facilitator, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 4: By the end of the 2nd nine weeks, adults and students will have a common understanding of the core values of caring and giving.

Strategy 1 Details	Reviews		
<p>Strategy 1: Adults and students will participate in the district food drive beginning October 27, 2025.</p> <p>Strategy's Expected Result/Impact: The needed food will be collected and appropriately boxed for delivery to the Christian Care Center.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: The campus will participate in the Wylie ISD Wylie Way Christmas event.</p> <p>Strategy's Expected Result/Impact: Christmas is provided to families in our community.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 5: By the end of the 3rd nine weeks, adults and students will have a common understanding of the core values of grit and preparation.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement all activities on February 4th Grit and Preparation Day.</p> <p>Strategy's Expected Result/Impact: Completion of lessons will lead to improved student work ethic and increased feelings of empowerment.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 6: By the end of the 4th nine weeks, adults and students will have a shared understanding of the core values of gratitude and celebration.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement Ripples of Hope on April 1st.</p> <p>Strategy's Expected Result/Impact: Students, teachers, and staff receive and write Ripples of Hope to appreciate the impact of others in their lives and spheres of influence.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Title 1 Facilitator, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement all activities on April 15th for the Day of Gratitude.</p> <p>Strategy's Expected Result/Impact: Completion of lessons will result in students showing appreciation to those who have a positive impact on their lives daily.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Title 1 Facilitator, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Celebrate Teacher Appreciation Week, May 4-8.</p> <p>Strategy's Expected Result/Impact: Teachers feel appreciated and loved, as evidenced by the culture and climate survey.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Title 1 Facilitator, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: The campus will participate in the Day of Celebration on May 15th.</p> <p>Strategy's Expected Result/Impact: Completion of activities for the Day of Celebration will result in students, past and present, graduating seniors, and faculty feeling honored, valued, and celebrated.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Title 1 Facilitator, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 7: We will welcome parents to our campus and encourage them to be involved in the daily life of our school to increase parent involvement.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews		
<p>Strategy 1: We will hold parent involvement meetings several times throughout the school year, which will be held before, during, or after school.</p> <p>Strategy's Expected Result/Impact: Parents will know the importance of their involvement in their child's education.</p> <p>Staff Responsible for Monitoring: Title 1 Facilitator</p> <p>Funding Sources: Supplies and Materials for Family Engagement - Title I - 11-6398 - \$2,000</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.

Performance Objective 1: Hartman will host family engagement nights to involve parents and other family members in their students' education.

Evaluation Data Sources: Sign-in sheets for parent conferences and school events were reviewed.

Strategy 1 Details	Reviews		
<p>Strategy 1: Parent-Teacher Conferences Strategy's Expected Result/Impact: Open communication between parents and teachers. Staff Responsible for Monitoring: Staff and Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Regular communication programs with parents through newsletters, notes, Parent Square, marquee, and social media. Website Translation: All district web pages can be translated into the following languages using Google Translate: Spanish, Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, and Russian. Strategy's Expected Result/Impact: Open communication Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide an academic parent engagement night that includes STEM activities or literacy activities. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Campus Administration, Counselor, Title 1 Facilitator, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Reading Materials for parent engagement - Title I - 61-6329 - \$1,000</p>	Formative		Summative
	Dec	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: We will continue to update reading and math resources to ensure academic growth.</p> <p>Strategy's Expected Result/Impact: Improve student performance with the most relevant materials.</p> <p>Staff Responsible for Monitoring: Administration, Title 1 Facilitator, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Materials for Students - Title I - 11-6329 - \$1,000, Reading Materials for Teachers - Title I - 13-6329 - \$1,000, Student reading materials for the Library - Title I - 11-6328 - \$2,000, Supplies and Materials - Title I - 11-6398 - \$9,652</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.

Performance Objective 2: During the 2025-2026 school year, 85% of students are expected to show growth in their listening comprehension skills.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will use comprehension rubrics aligned with the Texas Essential Knowledge and Skills (TEKS) Pre-Kindergarten standards and document student responses during read-aloud discussions.</p> <p>Strategy's Expected Result/Impact: By the end of the year, at least 85% of students will correctly answer "who," "what," and "where" questions with accuracy after a read-aloud.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.52</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: The PLC will identify students who need targeted listening comprehension support.</p> <p>Strategy's Expected Result/Impact: Students will increase their listening comprehension level from BOY to MOY and EOY, as indicated by quantitative data.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Title 1 Facilitator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.

Performance Objective 3: During the 2025-2026 school year, 90% of students are expected to increase their engagement during literacy activities.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will use interactive read-aloud strategies--such as think-pair-share, movement prompts, and response signals--to sustain student attention.</p> <p>Strategy's Expected Result/Impact: 90% of students will demonstrate sustained participation for at least 15 minutes of read-aloud time at EOY.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Title 1 Facilitator</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.

Performance Objective 4: Percent of students in Prekindergarten demonstrating early literacy in the area of vocabulary will increase.

Evaluation Data Sources: Circle Vocabulary

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will intentionally teach vocabulary across multiple academic disciplines throughout the instructional day and provide real-world examples.</p> <p>Strategy's Expected Result/Impact: Improved vocabulary acquisition and a viable home/school connection.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Title 1 Facilitator, ELL Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Students will have the opportunity to acquire real-world context for vocabulary growth by being introduced to specialized words through memorable experiences with a guest speaker.</p> <p>Strategy's Expected Result/Impact: Real-world vocabulary exposure</p> <p>Staff Responsible for Monitoring: Administration, Title 1 Facilitator, Teachers</p> <p>Funding Sources: Guest Speaker - Title I - 11-6299 - \$2,000</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.

Performance Objective 5: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds, and the TEHCY grant.

Strategy 1 Details	Reviews		
Strategy 1: The district will provide staff development session for counselors. Strategy's Expected Result/Impact: We will identify and serve students who are identified by McKinney-Vento. Staff Responsible for Monitoring: Lead Counselors, staff development, and the federal programs office.	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Utilize data to increase awareness of the needs of the McKinney-Vento Act Students Strategy's Expected Result/Impact: We will serve students who the McKinney-Vento Act identifies. Staff Responsible for Monitoring: Counselor	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.

Performance Objective 6: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

Strategy 1 Details	Reviews		
<p>Strategy 1: The campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p>Strategy's Expected Result/Impact: Students will learn the importance of exercise and good nutrition. They will engage in and value physical fitness and a healthy lifestyle.</p> <p>Staff Responsible for Monitoring: Teachers, Cafeteria Staff, and PE Teacher</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: The campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.</p> <p>Strategy's Expected Result/Impact: Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.</p> <p>Staff Responsible for Monitoring: Student nutrition department, Cafeteria Staff, PE Teacher, and Classroom Teachers.</p>	Formative		Summative
	Dec	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: The campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.</p> <p>Strategy's Expected Result/Impact: Students will learn the importance of exercise and good nutrition. They will engage in and value physical fitness and a healthy lifestyle.</p> <p>Staff Responsible for Monitoring: PE Teacher, and Classroom Teachers</p>	Formative		Summative
	Dec	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Provide healthy snacks to support basic student needs.</p> <p>Strategy's Expected Result/Impact: Students will be given a healthy snack to help them be more successful academically.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Title 1 Facilitator</p> <p>Funding Sources: Healthy Snacks for Tutoring - Title I - 11-6499 - \$1,000</p>	Formative		Summative
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Encourage involvement in extracurricular activities to enhance character development and academic success.

Performance Objective 1: Incorporate recognition for student performance that promotes character and academic achievement.

Strategy 1 Details	Reviews		
<p>Strategy 1: Recognize students for their character and academic achievements, such as being named a "Jimmy John's" student of the week.</p> <p>Strategy's Expected Result/Impact: Recognition will foster intrinsic motivation, boost self-esteem, and build a positive school culture, leading to increased academic effort, perseverance, and a stronger sense of community.</p> <p>Staff Responsible for Monitoring: Counselor, Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 1: Recruit highly effective teachers through networking, effective screening of applicants, thorough interviews, and contacting references.

Strategy 1 Details	Reviews		
<p>Strategy 1: Leadership will follow the district interview process to recruit highly qualified teachers.</p> <p>Strategy's Expected Result/Impact: Hiring of highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 2: Retain highly effective staff and provide ongoing/embedded professional development for staff.

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide ongoing professional development to support staff growth and student success. Strategy's Expected Result/Impact: Enhancing staff knowledge and skills to improve instructional effectiveness and, ultimately, student achievement. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Travel - Title I - 23-6411 - \$1,000</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 3: By the end of the 2025-2026 school year, all language arts teachers who teach EL students will have the ESL Supplemental Certification.

Strategy 1 Details	Reviews		
<p>Strategy 1: The campus administration and ESL teacher will audit the teachers to determine who needs the ESL certification.</p> <p>Strategy's Expected Result/Impact: The EL students will be served by teachers who have more knowledge of how to support them best.</p> <p>Staff Responsible for Monitoring: Administration and ESL Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Work in collaboration with Special Services for non-ESL-certified teachers to obtain their ESL certification by covering the costs associated with the assessment.</p> <p>Strategy's Expected Result/Impact: The EL students will be served by teachers who have more knowledge of how to support them best.</p> <p>Staff Responsible for Monitoring: Administration and ESL Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Manage growth in a way that provides functional equity, financial responsibility, & assurance for all students needs.

Performance Objective 1: Teachers will have access to equitable resources and technology across classrooms based on a comprehensive needs assessment as determined by the district.

Strategy 1 Details	Reviews		
<p>Strategy 1: All teachers will have equitable access to software, technology, and manipulatives to promote small-group activities.</p> <p>Strategy's Expected Result/Impact: Allows all teachers to create inclusive, engaging, and effective learning environments that improve student outcomes through small-group activities.</p> <p>Staff Responsible for Monitoring: Campus, District, Technology Personnel</p> <p>Title I: 2.51</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1: 100% of students will participate in College Week as well as weekly viewing of the Mapping Your Future videos. Participation in Think College Thursday is discussed and encouraged.

Strategy 1 Details	Reviews		
<p>Strategy 1: Inform parents and the community about College Day activities and integrate these activities into the school day.</p> <p>Strategy's Expected Result/Impact: More participation</p> <p>Staff Responsible for Monitoring: Counselor and Classroom Teachers</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 2: All students will participate in leadership development, life skills practice, and social-emotional awareness activities.

Evaluation Data Sources: Observation of teachers implementing SEL lessons and restorative practices.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will conduct SEL lessons and Restorative circles.</p> <p>Strategy's Expected Result/Impact: Students will learn social-emotional skills.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Counselor, Administration</p> <p>Title I: 2.531</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 7: Celebrate our excellence.

Performance Objective 1: To celebrate our excellence, we will recognize students for their academic achievements as well as their accomplishments in areas such as respect and responsibility, caring and giving, celebration and gratitude, and preparation and grit.

Evaluation Data Sources: Number of recognitions, various types of celebrations

Strategy 1 Details	Reviews		
<p>Strategy 1: Administrators will recognize students regularly with a "Helping Hands or Super Sharer Award" as they show Wylie Way character traits.</p> <p>Strategy's Expected Result/Impact: To foster positive, meaningful relationships with students across the school that center on character development.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Collectively, as a campus, we will celebrate excellence in our students with assemblies that recognize "Alphabet All-Star and Number Ninja Awards" for student success.</p> <p>Strategy's Expected Result/Impact: To increase students' motivation and effort, self-esteem, confidence, engagement, resilience, and intrinsic motivation.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Dec	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Share the achievements and successes of our campus and students with families and the community through Parent Square, the Hartman Facebook Page, and the family newsletter.</p> <p>Strategy's Expected Result/Impact: Students will feel valued and appreciated as individuals.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 7: Celebrate our excellence.

Performance Objective 2: Staff will lead students in celebrating their academic and extracurricular successes.

Strategy 1 Details	Reviews		
<p>Strategy 1: Celebrate the Arts will showcase art projects submitted by students. Strategy's Expected Result/Impact: Student success in Fine Art exhibitions. Staff Responsible for Monitoring: Art Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 8: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1: During the 2025-26 School Year, an armed security guard or School Resource Officer (SRO) will be on campus daily.

Strategy 1 Details	Reviews		
<p>Strategy 1: Daily security will conduct door checks, monitor the arrival and dismissal of students, oversee deliveries to the cafeteria, and patrol the playground before school and during recess.</p> <p>Strategy's Expected Result/Impact: The campus will be safer for students and staff.</p> <p>Staff Responsible for Monitoring: SRO, campus security and administration</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			