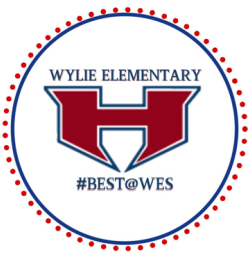


Wylie Elementary School Campus Improvement Plan

2026-2027	Henderson ISD
Campus Mission	
Preparing each student to reach their full potential by providing a safe place where students' needs are acknowledged, accepted, and met.	
Campus Vision	Campus Moto
Every Decision, Every Day, Doing what is best for KIDS!	#BEST@WES
Campus Belief Statements	
• We believe staff and teachers should show patience and compassion to all, each and every day. • We will remain faithful to always doing what is best for kids. • We will be courageous enough to adapt to change. • We will demonstrate integrity and determination to provide the best learning opportunity for all students.	
WES Goals	
• Goal 1: By the end of the school year WES students will perform at or above grade level in reading as measured by the campus end-of-year assessments and STAAR. • Goal 2: By the end of the school year WES students will perform at or above grade level in math as measured by the campus end-of-year assessments and STAAR. • Goal 3: Students graduate life and career ready.	



Wylie Elementary School Campus Improvement Plan

Performance Objectives

Goal 1: By the end of the school year WES students will perform at or above grade level in reading as measured by the campus end-of-year assessments and STAAR.

Objective 1: By May 2027, increase the percentage of students in grade 3 achieving *Meets Grade Level* or above on the STAAR Reading, with a specific focus on African American (14% to 45%), EB (30% to 40%), SPED (20% to 24%), and All Students (37% to 55%) student groups.

Review:

October	January	March	June

Objective 2: By May 2027, at least 80% of Grades 1–3 students identified as At Risk on the Beginning-of-Year TPRI will meet their End-of-Year TPRI benchmark or improve by at least one performance level through targeted, data-driven literacy instruction.

Review:

October	January	March	June

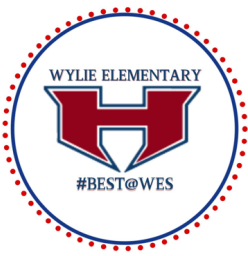
Objective 3: By May 2027, the campus will increase student performance to at least **70% passing in first-grade reading** (from 61%), and **65% passing in second-grade reading** (from 54%), as measured by the district end-of-year academic snapshots.

Review:

October	January	March	June

Strategies:

- Strengthen Tier 1 literacy instruction through consistent implementation of Bluebonnet HQIM with fidelity.
- Conduct instructional walkthroughs focused on literacy look-fors and provide timely coaching feedback.



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- Utilize weekly PLCs to analyze CFA, TPRI, and classroom assessment data to identify trends and adjust instruction.
- Implement a structured lesson internalization process during weekly PLC meetings that includes unpacking standards, identifying success criteria, anticipating misconceptions, and planning instructional responses.
- Implement daily differentiated small-group instruction during WIN, based on formative assessment and progress monitoring data.
- Monitor intervention effectiveness through monthly MTSS meetings for Tier 2, Tier 3, Special Education, Emergent Bilingual, and At-Risk students.
- Utilize TPRI reports to develop targeted intervention plans and regroup students based on current needs.
- Provide intervention using research-based literacy resources and evidence-based instructional practices.
- Provide enrichment opportunities for students performing on or above grade level.
- Share student progress with families and provide literacy resources to support learning at home.
- Conduct quarterly campus data reviews to monitor progress toward reading goals and adjust supports as needed.

Performance Objectives

Goal 2: By the end of the school year WES students will perform at or above grade level in math as measured by the campus end-of-year assessments and STAAR.

Objective 1: By May 2027, increase the percentage of students in grade 3 achieving *Meets Grade Level* or above on the STAAR Math, with a specific focus on African American (14% to 44%), EB (38% to 48%), SPED (15% to 21%), and All Students (33% to 58%) student groups.

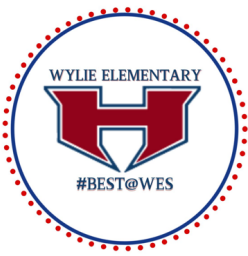
Review:

October	January	March	June

Objective 2: By the end of the 2026–2027 school year, 80% of students in grades 1–3 will demonstrate growth by reaching on grade level or above grade level proficiency according to the IXL Diagnostic assessment.

Review:

October	January	March	June



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Objective 3: By May 2027, the campus will increase student performance to at least **80% passing in first-grade math** (from 75%), and **60% passing in second-grade math** (from 42%), as measured by the district end-of-year academic snapshots.

Review:

October	January	March	June

Strategies:

- Deliver rigorous, TEKS-aligned Tier 1 math instruction using district curriculum resources.
- Utilize weekly PLCs to analyze CFA, Snapshot, and IXL Diagnostic data to inform instruction.
- Use IXL Diagnostic reports to identify student learning gaps and assign individualized skill plans.
- Provide differentiated intervention and enrichment during WIN based on current student performance.
- Implement a structured lesson internalization process during weekly PLC meetings that includes unpacking standards, identifying success criteria, anticipating misconceptions, and planning instructional responses.
- Increase opportunities for mathematical reasoning, problem solving, and academic discourse during daily instruction.
- Monitor intervention effectiveness through MTSS meetings and PLC data discussions.
- Utilize hands-on manipulatives and multiple representations to strengthen conceptual understanding.
- Conduct classroom walkthroughs focused on student engagement, questioning strategies, and rigorous mathematical thinking.
- Provide intervention using research-based literacy resources and evidence-based instructional practice.

Performance Objectives

Goal 3: Students graduate life and career ready.

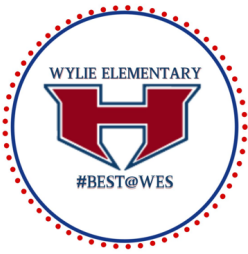
Objective 1: By May 2027, increase Average Daily Attendance from 95.6% to 96.5%.

Review:

October	January	March	June

Strategies:

- Monitor attendance weekly to identify attendance concerns early.
- Contact families after patterns of absences, excessive tardies, or early checkouts are identified.
- Conduct attendance conferences for students demonstrating chronic absenteeism, tardies, and early checkouts.



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- Utilize MTSS and grade-level meetings to review attendance data and develop intervention plans.
- Continue campus attendance incentive programs to recognize and reward positive attendance.
- Partner with counselors, attendance clerk, and administration to remove attendance barriers for families.
- Communicate attendance expectations and the importance of daily attendance through the Family-at-a-Glance newsletter and other campus communication.
- Recognize students and classrooms demonstrating outstanding attendance throughout the year.