

Wylie Independent School District (Abilene)

District Improvement Plan

2025-2026

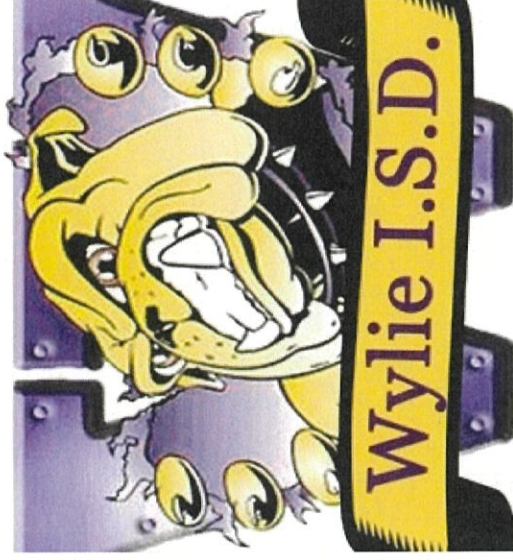


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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Student Data

Wylie ISD is an ECC - 12th grade school district located in Taylor County. There are 8 campuses in the district consisting of one ECC campus, two elementary campuses, two Intermediate campus, two Junior High campuses and one High School.

The district is showing continued growth with multiple new housing developments currently being constructed within the district. The new growth has increased the enrollment at all of our campuses. Our overall increase in enrollment is 4 students at .007%. Our total enrollment is 5485 students.

The student population is ethnically represented as follows:

23.84% Hispanic students, 60.90% White students, 5.47 % African American students, 3.43% Asian, 0.44% Native American students, 0.16% Pacific Isle and Two or more 5.75%.

The district has 25.63% Economically Disadvantaged and 3.08%, Emergent Bilinguals. We don't have your campus demographics, use the District numbers in your campus report.

The district has three Title 1 Targeted Assisted campuses: Wylie West ECC, Wylie West Elementary and Wylie East Elementary. The purpose of Title 1 funds is to ensure that all children have a fair, equal, an significant opportunity to obtain a high-quality education and rich, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

ESL Program

Wylie serves 165 Emergent Bilingual students with Content Based Language Instruction. Teachers instruct using the English Language and academic content. Our goal is to have 100% of our Emergent Bilingual students in a Reading English Language Arts class with a teacher that is certified in ESL. We have established a partnership with Region XIV to develop a comprehensive Professional Development Plan provide trainings to achieve this goal.

Wylie ISD applied for an English as a Second Language (ESL) waiver for 4 teachers during the 2024-25 school year. This is in accordance with Texas Education Code (TEC) Chapter 29 and Title 19 of the Texas Administrative Code (TAC), Chapter 89. LEAs applying for an ESL waiver must assure that they will use a minimum of 10% of their BEA funds for PD provided through the comprehensive PD plan. We used our full allotment by sending teachers certified in ESL to the state Title III conference in San Antonio.

Staff Quality, Recruitment, and Retention

Wylie I.S.D. actively recruits teachers that are 100% Highly Qualified staff in the four core subjects at all times. This has become more difficult over the past few years because the applicant pool is decreasing annually. Wylie ISD currently has 750 staff members with 363 of those being classroom teachers. At the end of 2024-2025, Wylie ISD had 7 teachers retire and 44 leave the district and 1 who became a retiree/rehire employee.

Wylie ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees.

Wylie ISD opened up the Pup Academy in 2023. The daycare has been a huge success. It provides professional care for our employee's children and is a great recruiting tool for applicants in need of child care.

New employees are involved in an induction program consisting of New Teacher Orientation, Texas Teacher Evaluation System (T-TESS), and TEKS Resource System trainings. Based on the new employee's assignment, staff members are required to receive training in Youth Mental Health and First Aid, Stop the Bleed, Crisis Prevention Intervention (CPI), CPR, ESL, or GT. New teachers are assigned a mentor teacher.

Staff members are recognized annually for years of service (increments of five years) to the district at the district's closing ceremony. In addition, staff members from each campus are nominated and selected by their peers to receive the "Teacher of the Year" award.

Teacher Incentive Allotment

The Teacher Incentive Allotment (TIA) in Texas, established by House Bill 3 (HB 3), aims to attract, retain, and reward highly effective teachers,

TIA was created to:

Attract and Retain Top Teachers:

The core goal is to make teaching a more attractive and sustainable career, especially in areas facing staffing challenges.

Incentivize Excellence:

TIA incentivizes teachers to excel by offering additional compensation and recognition for demonstrating effectiveness through student growth and teacher observation.

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Reward Top Performers:

The program provides a pathway for teachers to earn higher salaries and recognition through a system of designations (Recognized, Exemplary, and Master).

Improve Student Outcomes:

By attracting and retaining effective teachers, TIA aims to ultimately improve student academic outcomes and create a more equitable

education system.

Phase 1 Eligible Teachers

Pre K - 4

K- 2 Reading

3-11 STAAR/EOC

Wylie ISD submitted a plan to TEA to be apart of the state Teacher Incentive Allotment program. We were approved in April of 2025. The plan will be implemented within a 3 year plan:

Phase 1 - Data collection - 2025 -26 School year.

Phase 1 - Data submitted to TTU - Oct. 2026

Phase 1 - Data validation with designations from TTU - February 2027

Phase 1 - Designated teacher will receive TIA stipend in 2 payments. May/August 2027

The designations and payments are:

Acknowledged	- Minimum 3.5 T-TESS Average & 50% Student Growth, Approximately \$ 3,000 Stipend
Recognized	- Minimum 3.7 T-TESS Average & 55% Student Growth, Approximately \$ 5,000 Stipend
Exemplary	- Minimum 3.9 T-TESS Average & 60% Student Growth, Approximately \$ 9,000 Stipend
Master	- Minimum 4.5 T-TESS Average & 70% Student Growth, Approximately \$12,000 Stipend

Demographics Strengths

Demographics Strengths

Wylie is a very popular school district that attracts many families. This desirability has resulted in rapid growth for the district. Wylie has a very supportive community that places a high priority on education, reflected in the reputation for excellence the Wylie ISD has built and sustained through the years.

WISD maintains a high graduation rate.

Pride in the Being a Wylie Bulldog remains high. The Wylie ISD community is proud of the many academic and extracurricular accomplishments of the District in a variety of extra curricular activities.

The District continues to attract and retain quality teachers and staff. Our teachers are dedicated professionals whose commitment to excellence is recognized consistently at the regional and state levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Wylie ISD has identified the challenges of recruiting and retaining effective teachers. One way to address this challenge is to apply for and create a plan of action for the Teacher Incentive Allotment to help increase compensation and improve instruction.

Root Cause: Many Texas districts struggle to recruit and retain high-quality teachers. A primary driver for teacher attrition is inadequate pay.

Problem Statement 2 (Prioritized): (Prioritized): Wylie ISD needs to improve processes and professional development in order to address the unique needs of Emergent Bilinguals .
Root Cause: The population of Emergent Bilinguals continues to grow.

Problem Statement 3 (Prioritized): Wylie ISD continues to recruit highly qualified teachers and staff members to meet the continued student enrollment growth.

Root Cause: Continued enrollment increase in our school district necessitates the need for more teachers and staff

Problem Statement 4: Wylie ISD continues having difficulty in getting teachers certified in ESL so that they can provide instruction to Emergent Bilinguals.

Root Cause: The combination of attrition and the difficulty of locating and hiring certified teachers. This is an issue across the state with a declining pool of applicants.

Student Learning

Student Learning Summary

Student Achievement Summary

2025 Results

Wylie - 2025 Domain 1 STAAR Data												
		Approaches Grade Level			Meets Grade Level			Masters Grade Level			Domain 1 Average	
		District	Region	State	District	Region	State	District	Region	State	District	Region
Reading	Grade 3	93%	73%	76%	75%	45%	49%	39%	17%	22%	69%	45%
	Grade 4	91%	75%	79%	65%	44%	52%	31%	18%	23%	62%	46%
	Grade 5	88%	72%	76%	72%	51%	57%	34%	23%	29%	65%	49%
	Grade 6	90%	75%	75%	72%	52%	54%	39%	23%	28%	67%	50%
	Grade 7	88%	72%	74%	66%	46%	52%	38%	20%	26%	64%	46%
	Grade 8	96%	78%	80%	78%	52%	56%	50%	27%	31%	75%	52%
	English I	86%	74%	66%	72%	57%	51%	22%	15%	16%	60%	49%
	English II	93%	79%	71%	79%	64%	56%	14%	8%	8%	62%	50%
Math	Grade 3	89%	58%	69%	65%	33%	44%	31%	14%	19%	62%	35%
	Grade 4	82%	55%	67%	59%	34%	45%	30%	17%	23%	57%	35%
	Grade 5	91%	62%	72%	69%	36%	45%	32%	15%	21%	64%	38%
	Grade 6	87%	65%	72%	52%	29%	38%	23%	9%	15%	54%	34%

	Grade 7	59%	47%	52%	28%	24%	31%	3%	6%	10%	30%	26%
	Grade 8	91%	58%	69%	72%	35%	45%	33%	12%	17%	65%	35%
	Algebra I	90%	82%	76%	66%	49%	47%	44%	28%	29%	67%	53%
Science	Grade 5	88%	58%	63%	55%	26%	29%	23%	10%	12%	55%	31%
	Grade 8	85%	64%	72%	59%	38%	46%	22%	12%	18%	55%	38%
	Biology	95%	94%	91%	73%	66%	62%	26%	16%	21%	65%	59%
Social Studies	Grade 8	80%	50%	55%	51%	25%	30%	30%	12%	16%	54%	29%
	US History	99%	97%	94%	85%	73%	68%	57%	41%	37%	80%	70%
OVERALL AVERAGE											62%	44%

2025 Accountability Summary

Campus	2024	2025
Wylie ISD	86 B	89 B
Wylie East Elementary	80 B	92 A
Wylie East Intermediate	84 B	89 B
Wylie West Intermediate	88 B	91 A
Wylie East Junior High	82 B	89 B
Wylie West Junior High	88 B	91 A
Wylie High School	86 B	85 B

District rating rose from 86 in 2024 to 89 in 2025, rising 3 points.

Our 6 rated campuses all received overall ratings of B in 2024. In 2025 we have 3 A rated campuses and 3 B rated campuses.

In the Student Achievement Domain, all rated campuses received a rating of B in 2024 and in 2025 we have 3 A rated campuses and 3 B rated campuses. The Student

Achievement Domain accounts for 70% of the overall rating for each campus.

All campuses achieved a rating of A in the Closing the Gaps Domain. This measure looks at how well schools are helping all students and student groups make progress toward achievement targets set by the state. In 2024, only Wylie High School earned an A in this domain. In 2025 all 6 rated campuses earned an A, gaining between three and nineteen points to do so. This domain counts as 30% of the overall rating for each campus.

We have 6 campuses that administer STAAR assessments. Wylie ISD students perform above the state and regional averages in all grade levels and content areas. Most student groups are consistently falling into the category of “**Approaches Grade Level**” in all subject areas. “**Approaches Grade Level**” equates to the passing of the state assessment. “**Approaches Grade Level**” indicates that the student is likely to succeed at the next grade level with targeted academic intervention. The district is pleased with this level of student performance. Wylie ISD recognizes that there is a need for improvement at the “**Meets Grade Level**” category. “**Meets Grade Level**” indicates that the student has a high likelihood of success at the next grade level with short-term, targeted intervention.

Wylie I.S.D. uses a number of methods to disaggregate and analyze data. Campuses use benchmarks to conduct progress monitoring for struggling students. The district also uses DMAC to analyze campus benchmark assessments. We have also disaggregated preliminary STAAR/EOC results to determine strengths and weaknesses.

It is also necessary to adjust the type of instruction provided to our special education and Title 1 students to make sure they are successful at a higher cognitive level. All grade levels are implementing programs and activities to improve STAAR and EOC score for all Special Education students. Programs have been implemented to improve Reading for Title 1 students in grades PK-2 and Math at the 3rd grade level at our East Elementary campus.

We are using Edgenuity, IXL, Read 180, Lowman Education, Progress Learning, and Lexia Core 5 for accelerated instruction at our campuses.

Student Learning Strengths

Student Achievement Strengths

- A-F Accountability
- Using TEKS Resource System as our curriculum to improve instruction
 - Common Assessments
 - Common Vocabulary
 - Instructional Focus Document (Drill down the TEKS)
 - Vertical Alignment
 - Year at a Glance (Scope and Sequence)
- Multiple student awards and honors
- Community involvement
- Student Leadership
- Above the state average in:
 - STAAR Assessments AP Scores
 - Graduation Rate SAT Scores
 - Dual Credit Participation ACT Scores

Wylie ISD identifies the importance of a well-rounded education. Our students have shown great success in the following:

UIL Academics	FFA/Ag	Art	Poetry
Athletics	One Act Play	Choir	CX Debate
Congress Debate	Band	Robotics	Informative Extemporaneous

coursework, aligned resources, credentials, and work-based learning. Wylie ISD offers career and technical education programs in Agriculture, Food, & Natural Resources, Arts, Audio/Visual, & Communications, Business, Marketing, & Finance, Hospitality & Tourism, STEM, Health Science, Education & Training, and Human Services. Many programs offer work-based learning opportunities through the Practicum courses. Many programs of study offers internships. Teachers of Practicum courses develop relationships with business and industry partners to develop experiences for student's individual needs and

Wylie ISD CTE seeks to partner with all stakeholders to educate our community on the importance of work-based learning. The CTE department is also partnering with local community colleges to establish more opportunities for CTE dual credit. CTE continues to connect with to community to engage all stakeholders in the career exploration process for students as well as preparing all our students for college, career, and military readiness.

- Wylie ISD employees one full-time Gifted and Talented (GT) Coordinator and one part-time (GT) Assistant Coordinator to support our Gifted and Talented Program.
- The number of Career Technology Education course offerings and pathways has continued to increase in response to student interest.
- CTE continues to refresh and revise their programs to meet the needs of its students and community. Numerous CTE courses have been added over the last few years.

Certified Nursing Assistant Program	Advanced Floral Design	Electrical Technology I
Certified Veterinarian Assistant program	Fashion Design II	Practicum of Audio/Video Production
Principles of Construction	Practicum of Graphic Design and Illustration	Practicum of Entrepreneurship
Turf Grass Management	Landscape Management	Fundamentals of Real Estate

Practicum in Plant & Soil Science
Practicum in Construction

Practicum in Ag Animal

Cyber Security

Wylie IGNITE Academy

The IGNITE Academy is a program of choice that serves students in the Wylie Independent School District. The focus of IGNITE Academy is to provide dropout prevention, credit recovery, and self-paced learning opportunities for at-risk students. In addition, students who are working toward early graduation may also apply. Most courses are completed online Edgenuity courseware.

Math Supplemental Curriculum Math Grant

We applied for and received the MSC Math grant from TEA during the 2024-25 School year that provided us with 1025 IXL Math licenses to be used for Accelerated Instruction and as a supplementary resource for Math Grades 1-5. We received another 1000 for the 2025-2026 School year. This resource is approved and endorsed by TEA. We will evaluate the program at the end of the year to determine if we want to purchase the product for the 2026-27 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): (Prioritized) Math scores are decreasing as a trend.

Root Cause: Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID

Problem Statement 2 (Prioritized): The number of students will meet College, Career, & Military Readiness (as defined by TEA indicators) will increase.

Root Cause: The State Accountability System Refresh will necessitate an increase in the number of students that are required to meet CCMR Readiness.

Problem Statement 3 (Prioritized): Reading Scores need to improve at the Meets Grade Level

Root Cause: Lack of emphasis on the importance of the raising students scores from the Approaches Grade Level (passing) to the Meets Grade Level.

Problem Statement 4 (Prioritized): Wylie ISD has identified the need to provide students with a program that meets the needs of at-risk students who are in danger of dropping out of school. The name of program is the IGNITE Academy. The focus of the IGNITE Academy is to provide dropout prevention, credit recovery, and self-paced learning opportunities for at-risk students.

Root Cause: Students drop out or withdraw from school for a multitude of reasons including academic struggles, attendance, disengagement, and personal and family challenges

Problem Statement 5 (Prioritized): Effectively implement Title I school-wide program that builds a strong foundation for reading and math.

Root Cause: Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

Problem Statement 6 (Prioritized): (Prioritized) New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students

Root Cause: STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

District Processes & Programs

District Processes & Programs Summary

District Processes & Programs

Curriculum, Instruction, and Assessment

The Wylie ISD administrative team supports district faculty and staff in the mission to promote student achievement by providing engaging professional learning centered around the district's adopted research-based curriculum, which paralleled with best instructional practices and strategies to implement in the classroom.

Wylie ISD uses TEKS Resource System as our curriculum for grades K-12. TEKS Resource System is aligned with the Texas Essential Knowledge and Skills (TEKS). The Year at a Glance (YAG) documents serve as the scope and sequence while the Instructional Focus Documents (IFDs) help teachers understand the depth to which each student expectation should be taught. Each campus develops a timeline for assessing student performance periodically throughout the school year and the data from those assessments are used to direct instructional focus. Wylie I.S.D. has a variety of assessment tools available to provide data for diagnosis including the Star Reading Assessments, mClass, and GT screening. Students are placed in the intervention model that is least restrictive but will provide the most productive acceleration of learning. Professional development in differentiating instruction has been provided to all staff members and use of this practice is monitored throughout the district. Identification and targeted intervention at the individual student level is a priority at all campuses. Wylie ISD has contracted with Region XIV for curriculum consultation. We added an added a full-time Curriculum Coordinator position for the 2025-2026 School year. The employee will also oversee the data collection for the Teacher Incentive Allotment.

The Wylie ISD Special Education Department works with students with disabilities and parents to ensure needs are met in the classroom through strategically implemented instruction in order to ensure the students are prepared for life beyond high school. Students are offered a full range of services to meet their identified needs to include academic, vocational training, dyslexia, speech, and other related services. To the extent that they will benefit, eligible special education students are included with their age-appropriate peers in general education classrooms. Both general education and special education teaching staff have received extensive training in curriculum implementation, making accommodations, adaptations, and modifications for learning differences.

Wylie ISD provides ongoing opportunities to attend professional development in the district, Regional Service Center and to attend statewide conferences and workshops. Wylie is forward thinking and looking to transform education for the 21st Century Learner.

Wylie ISD provides a strong professional development program for employees. Instructional staff members have access to online as well as face-to-face sessions over topics that are targeted to their interests and instructional assignment. Staff members choose summer sessions to attend that address their professional goals and can then be used for comp time during the school year. All professional development sessions are approved by the campus principal to monitor training. Staff members can also enter professional development sessions they attend on their own through Region 14 Pit Stop. Campus administrators provide for the implementation and supervision of campus mentoring programs for all new staff. Instructional specialists and coaches are also provided to assist with planning, curriculum development, and instructional presentation.

2025 Trainings

January 6th - Behavior Threat Assessment

February 14th - Lowman Education Resources

June 24th - T-TESS Rubric Training

July 2nd - T-TESS Rubric Training

* We Provided T-TESS Rubric Training for all of our teachers to help provide quality instruction and give our employees a refresher on the state appraisal system. This will help give our teachers a better understanding of the appraisal system and how it applies to the Teacher Incentive Allotment.

July 31st - New Employee Orientation Day 1

August 1st - New Employee Orientation Day 2

August 4th - Superintendent Welcome followed by motivational speaker Todd Whitaker

August 5th - General Meeting ????

August 7th - Teacher and Aide Collaboration

August 7th - TEKS Resource System - New Platform

August 8th - Behavior Intervention for Teachers and Aides

School Organization

Wylie ISD receives state, local and federal funding including Title I, II-A, III, IV, Carl Perkins V, Cares ESSER, IDEA-B. Wylie ISD received the state's highest financial integrity rating,

The district serves students from the Pre-school Program for Children with Disabilities (PPCD) through 12th grade. WISD staff includes teachers, professional support, educational aides, campus administration, central administrative staff, and auxiliary staff.

The District Advisory Committee and the Campus Advisory Teams meet during the year to review for planning and decision making; these committees are comprised of staff, parents, business, and community members.

District and campus information is disseminated through multiple sources such as the WISD website, Blackboard, and social media. The online Family Access system is available for parents to view grades, assignments, and attendance.

Technology Summary

The Technology Department collaborates with Curriculum and Instruction to provide sound operational and instructional systems in order to support the academic development of all children. Our continual goal is to increase and upgrade the district's technology infrastructure, equipment, and instruction to increase student achievement for each campus and department. We will continue to use funds provided by the bond to make technology purchases.

We have a total of:

- 6251 Chromebooks
- 275 Chromebook Carts
- 950 Laptop Computers
- 400 Desktop Computers
- 1325 iPads

School Safety

Wylie ISD places student, staff, and visitor safety at the highest priority level. Therefore, we continue our efforts to protect personal safety as well as Wylie ISD property. In an era of increasing aggressive behavior and crime in schools across the country, Wylie ISD invests in student and staff safety by constantly

improving facility security measures. Wylie ISD employees both former military and seasoned law enforcement officers from area agencies to serve as School Marshals. Wylie ISD employees a School Resource Officer that houses at the High School.

The 89th Legislature increased the Safety allotment to \$21.10 per student and allotted each campus and additional \$33,000 for the 2025 -26 School year.

School Resource Officer Goals and Objectives:

- To foster educational programs and activities that will increase students' knowledge of and respect for the law and the function of law enforcement agencies.
- To protect the health, safety and welfare of all students, employees and citizens by acting swiftly and cooperatively with the School District in response to criminal offenses at the District.
- To report crimes that occur on campus and to cooperate with the Police Department in their investigation of crimes.
- To cooperate with the Police Department in their investigations of criminal offenses that occur on or off campus related to School District students.

School Resource Officer Duties:

- Shall conduct in-depth criminal investigations
- Will comply with and enforce state and local laws
- Will not enforce ordinary school discipline, unless it pertains to preventing imminent risk of harm to any person.

School Marshals

School marshals in Texas are trained school employees authorized to carry a handgun to provide immediate armed intervention in the event of an active threat that poses a risk of serious bodily injury or death on school campuses.

We hired one additional Marshall for the 2025-26 School year that brings the total to 12. We also have 3 sub Marshals that are trained and able to provide safety to our students while they are in our schools.

The district is also continuously assessing security needs and implementing additional safety measures. While the district's emergency management and preparedness processes may not be publicly shared, wherein strategic and tactical methodologies are to be safeguarded, be assured WISD has many levels of safety and emergency management planning and response protocols in place.

Mental Health

Wylie ISD recognizes the need for an increased district focus on mental health awareness. School based mental health services are delivered by trained mental health professionals who are employed by our school district.

- Licensed School Psychologist
- Communities in Schools employees
- Added a total of four new Communities in Schools employees to the district. They are housed at the Elementary and Intermediate School campuses.
- Mentors Care employees
- Chaplain

Random Student Drug Testing Program

- Implemented at Wylie High School
- Partner with Permian Basin Drug and Alcohol Testing to randomly test students participating in extra-curricular activities.

RISE Behavioral Class R- Restore I-Integrate S- Succeed E-Evolve

The RISE class is a behavioral support classroom that is built around a structured, student-centered learning environment designed to meet the unique academic, social, and emotional needs of students with behavioral challenges. This classroom provides highly individualized instruction delivered by experienced educators and staff specifically trained in behavior interventions strategies, trauma informed care, and social-emotional learning. The program is designed to equip your student with behavioral and academic skills to assist with their academic success. The class will be located at Wylie West Intermediate School.

District Processes & Programs Strengths

Processes and Programs Strengths

Wylie ISD's strengths are many. Some of the highlights are as follows:

The Board of Trustees has accepted the challenges of the growing and changing district with the optimism and resolve necessary to ensure continued success of our students. The Trustees remain very involved in local and state efforts to improve education for all students and staff. The Wylie ISD Board of Trustees continues to display the leadership and commitment to the district at the highest level. The Wylie ISD Business Department continues to demonstrate sound fiscal management.

Teachers work collaboratively to develop and implement instructional objectives. Students who are unsuccessful are identified early and provided targeted intervention opportunities. The district uses DMAC (Data and Management Software for Assessment and Curriculum) to disaggregate the data. That data is used by classroom teachers, specialists, and administrators to address the needs of individual students. Wylie Junior High campuses have double blocked classes in Reading to provide additional sustained instructional time. All tested campuses provide accelerated instruction opportunities during tutorials and intervention periods to provide support for struggling students.

School Organization

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources

Technology

- Every classroom in Wylie I.S.D. has access to internet and all campuses have interactive whiteboards

- Wireless access points district-wide provide coverage for portable devices
- Google classroom is used as a Learning Management Systems and is available for teachers and students
- District technology support provides services to ensure equipment is working properly so teachers can integrate technology into daily teaching practices.
- ClassLink is our SSO
- One area of technology focus has been in the special education environments to provide students access to the full range of curriculum
- Calculators
- Replaced all faculty and staff members desktop computers with new laptops

School Safety

Maintaining a safe and secure learning environment remains of paramount importance to the Wylie ISD and has been demonstrated by:

- Investment in the Marshal Program.
- Controlled entries established at each campus.
- Safety Drills

Campuses completed the following drills in 2023-2024.

1. Evacuation (fire) Drill
2. Lock down
3. Severe Weather
4. Shelter in Place
5. HOLD - Stay in class, business as usual.

Actively enforce safety guidelines.

- Each campus must ensure that systems are in place to provide consistent enforcement of campus and district expectations
- Purchase of the Angel Protection Camera System
- Implement the "Staying Safe" Curriculum
- Students are unable to reach maximum performance unless there is an environment that is conducive to success
- Continue to implement procedures for various safety/emergency situations

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): (Prioritized): Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted.

Root Cause: School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.

Problem Statement 2 (Prioritized): Wylie ISD recognizes the need for a behavioral support classroom

Root Cause: Students disruptive behaviors interfere with their own learning and or the learning of others. Traditional classroom management strategies are insufficient.

Problem Statement 3 (Prioritized): Wylie ISD recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts.

Root Cause: Students are struggling with Mental Health issues. Mental health disorders can affect a student's classroom learning and social interactions.

Problem Statement 4 (Prioritized): Wylie ISD recognizes the need for a deterrent to drug/alcohol use for students in grades 9-12.

Root Cause: The increasing prevalence of substance abuse among high school students poses significant risks to student health, academic performance, and campus safety.

Problem Statement 5 (Prioritized): In compliance to HB1481, Wylie ISD recognizes the need to restrict cell phone usage during the school day.

Root Cause: Students' excessive cell phone use during class time is significantly disrupting the learning environment, reducing academic focus, and hindering meaningful peer interaction and teacher-student engagement.

Problem Statement 6: Wylie ISD recognizes the need for upgrades in technology.

Root Cause: Wylie ISD has not invested in infrastructure and classroom technology in past years.

Perceptions

Perceptions Summary

Perceptions Summary

The Wylie Independent School District, in cooperation with the parents and community, prepares its students for life-long academic success, responsible citizenship, and sound character.

Wylie ISD has partnered with all stakeholders through a process to plan for the district's future growth. A long-range planning committee was created during the 2022-23 school year to make recommendation's regarding future facilities. We successfully passed a 240 million dollar bond in November of 2023. The district has also purchased 8 route buses and 5 activity buses with bond money over the last two years. Construction projects began during the summer of 2024. These projects included the building of new tennis courts and laying down two new practice turf fields. The HS Vocational Agriculture building should be completed by Jan. 1st 2026. The new elementary campus will be completed before the beginning of the 2026-27 school year. Construction will begin on the Band Hall and Athletic expansions in the Fall of 2025. Construction will begin on the two story academic wing at the High School as soon as the old Vocational Agriculture building demolition is completed. The ability to engage in communication, build relationships, and plan with all stakeholders in these processes has positively influenced the future of the district.

Some of the ways WISD involves stakeholders is through stakeholder representation on the District Advisory Committee and Campus Advisory Teams. Wylie ISD also involves stakeholders by involving them in Calendar and Dress Code decisions.

Entering the 2025 -26 school year the Wylie ISD Communications Department will continue to keep our parents, students, staff, and community informed regarding district news, information, and updates.

Family and Community Involvement Summary

Parent and community involvement is a vital factor to the success of Wylie ISD. There are numerous opportunities to become active participants:

Campus Educational Council	Field Trips	Career Day
PTO	Parent Information Nights	Project Graduation
Wylie Bulldog Education Foundation	Book Fairs	Safety and Security Committee
Veteran's Day Program	Open House	Family Nights
TOTS Program	Booster Clubs	Parent of the Month
Kindergarten Roundup		

Wylie ISD has numerous opportunities for parents to be involved in all aspects of the educational process. Each campus has a Campus Advisory Committee which includes parents, community members, and business members. Announcements of openings for campus committee positions are posted in the newspaper and on the district website each year. Wylie PTO has representatives on each campus and monthly meetings to solicit parental involvement. The district website is maintained to provide current information on events and announcements important to parents and community members. The use of Apptegy as an information delivery system to send out important information through emails and texts is a valuable tool to keep parents informed. Student grades and attendance information is available through a parent portal that can be accessed online.

School Culture and Climate

School Culture and Climate Summary

Each campus in Wylie I.S.D. has developed a plan for Positive Behavioral Support that addresses the needs of that campus.

The elementary and intermediate campuses focus on the development of strong character traits and decision-making. Students are taught that each choice they make, good or bad, comes with a positive or negative consequence.

At the secondary campuses, the plan focuses on behavioral expectations in order to provide maximum learning opportunities in the classroom setting. Secondary campuses have a high level of participation in co-curricular and extra-curricular activities. Many students participate in multiple activities.

Student safety is a high priority and efforts are taken each day to ensure safety.

Perceptions Strengths

Perception Strengths

Family and Community Involvement

- Parents actively involved in their child's education
- Parent participation on committees
- Community business partners actively support the mission of the district
- Extra-curricular programs in which parents and employees work together to enhance student involvement

Each campus has a series of events each year to provide parents and community members an opportunity to see first-hand what is happening on each campus. Open houses, family nights, parent-teacher conferences, program meetings, holiday programs, and culminating presentations are just a few of the ways Wylie ISD campuses reach out to community and parents. Wylie West Elementary, East Elementary, and Early Childhood hold Title 1 parent nights twice a year.

School Culture and Climate

Wylie I.S.D. staff members develop ownership and commitment to the students and campus goals.

Programs that promote these goals

- Character Counts and the Bulldog Bridge programs
- Student Council Leadership Program
- Community, parents, and staff have high expectations for student achievement in all areas
- High level of parent and community involvement
- Mentoring Minds program (High School)

- Programs related to internet safety and bullying
- “Bark Friday” Catching students Being respectful, Acting responsible, Reaching their goals and Keeping it kind
- “Acts of Kindness” club has been established at our East Elementary campus.

Wylie Independent School District families and community members are engaged, generous, and supportive partners in student success. WISD strives to keep our parents and community informed through the use of the District’s website, newsletters, the Wylie Growl newspaper and other forms of social media such as Facebook, Apptegy, etc. Wylie ISD employees a full-time Director of Communications to ensure there is a high level of communication with community, parents, and families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Wylie ISD must continue to emphasize parental involvement and solicit input and feedback through committees and surveys

Root Cause: Continued Growth with new students and parents in our community.

Problem Statement 2: Wylie ISD must continue to collaborate and partner with stakeholders through a process to plan for the district’s future growth. Stakeholders shall be involved in the planning and implementation of bond projects.

Root Cause: Some campuses will be at or over capacity over the next few years due to the significant growth in the Wylie School District

Problem Statement 3 (Prioritized): Wylie ISD enrollment projections indicate future growth. The growth will require us to continuously monitor facility adequacy and programming to meet student needs. The passing of the 2023 bond will provide funding to meet these needs.

Root Cause: Wylie ISD is experiencing a period of growth in student enrollment.

Priority Problem Statements

Problem Statement 1: (Prioritized) Math scores are decreasing as a trend.

Root Cause 1: Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading Scores need to improve at the Meets Grade Level

Root Cause 2: Lack of emphasis on the importance of the raising students scores from the Approaches Grade Level (passing) to the Meets Grade Level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The number of students will meet College, Career, & Military Readiness (as defined by TEA indicators) will increase.

Root Cause 3: The State Accountability System Refresh will necessitate an increase in the number of students that are required to meet CCMR Readiness.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Wylie ISD recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts.

Root Cause 4: Students are struggling with Mental Health issues. Mental health disorders can affect a student's classroom learning and social interactions.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: (Prioritized): Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted.

Root Cause 5: School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Effectively implement Title I school-wide program that builds a strong foundation for reading and math.

Root Cause 6: Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Wylie ISD continues to recruit highly qualified teachers and staff members to meet the continued student enrollment growth.

Root Cause 7: Continued enrollment increase in our school district necessitates the need for more teachers and staff

Problem Statement 7 Areas: Demographics

Problem Statement 8: (Prioritized) New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students

Wylie Independent School District (Abilene)
Generated by Plan4Learning.com

Root Cause 8: STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing
Problem Statement 8 Areas: Student Learning

Problem Statement 9: Wylie ISD must continue to emphasize parental involvement and solicit input and feedback through committees and surveys
Root Cause 9: Continued Growth with new students and parents in our community.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: Wylie ISD recognizes the need for a behavioral support classroom
Root Cause 10: Students disruptive behaviors interfere with their own learning and or the learning of others. Traditional classroom management strategies are insufficient.
Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Wylie ISD enrollment projections indicate future growth. The growth will require us to continuously monitor facility adequacy and programming to meet student needs. The passing of the 2023 bond will provide funding to meet these needs.
Root Cause 11: Wylie ISD is experiencing a period of growth in student enrollment.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: (Prioritized): Wylie ISD needs to improve processes and professional development in order to address the unique needs of Emergent Bilinguals .
Root Cause 12: The population of Emergent Bilinguals continues to grow.
Problem Statement 12 Areas: Demographics

Problem Statement 13: Wylie ISD recognizes the need for a deterrent to drug/alcohol use for students in grades 9-12.
Root Cause 13: The increasing prevalence of substance abuse among high school students poses significant risks to student health, academic performance, and campus safety.
Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Wylie ISD has identified the need to provide students with a program that meets the needs of at-risk students who are in danger of dropping out of school. The name of program is the IGNITE Academy. The focus of the IGNITE Academy is to provide dropout prevention, credit recovery, and self-paced learning opportunities for at-risk students.
Root Cause 14: Students drop out or withdraw from school for a multitude of reasons including academic struggles, attendance, disengagement, and personal and family challenges
Problem Statement 14 Areas: Student Learning

Problem Statement 15: In compliance to HB1481, Wylie ISD recognizes the need to restrict cell phone usage during the school day.
Root Cause 15: Students' excessive cell phone use during class time is significantly disrupting the learning environment, reducing academic focus, and hindering meaningful peer interaction and teacher-student engagement.
Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: Wylie ISD has identified the challenges of recruiting and retaining effective teachers. One way to address this challenge is to apply for and create a plan of action for the Teacher Incentive Allotment to help increase compensation and improve instruction.

Root Cause 16: Many Texas districts struggle to recruit and retain high-quality teachers. A primary driver for teacher attrition is inadequate pay.

Problem Statement 16 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Wylie ISD will maintain rigorous academic achievement standards to prepare 21st-century learners for graduation and post-secondary success.

Performance Objective 1: The percentage of all students performing at the Meets and Masters Grade Level in Reading on the STAAR assessments will increase by 1% . 3rd Grade House Bill Goal - 75%

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Jan	Mar	July
Strategy 1: The district will utilize reading intervention programs such as Lexia Core 5, Read 180/System 44, Lowman Education, IXL and Amplify/mCLASS to increase literacy skills. Strategy's Expected Result/Impact: Following the MTSS process, students will transition out of the reading intervention programs. Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team Problem Statements: Student Learning 3 Funding Sources: Lexia - Compensatory Education, Read 180/System 44 - Compensatory Education, Amplify/mClass - Compensatory Education, Lowman Education - 199 Curriculum, IXL - Compensatory Education			
Strategy 2 Details	Reviews		
	Formative		Summative
	Jan	Mar	July
Strategy 2: Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas. Strategy's Expected Result/Impact: Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team Funding Sources: - 199 Curriculum - 199			

Strategy 3 Details		Reviews		
Strategy 3: Increase rigor and student engagement in Tier 1 during enrichment periods and provide effective instructional strategies during accelerated instruction time. Utilize programs such as Lexia Core 5, Edgenuity , IXL, Lowman Education, and Progress Learning. Strategy's Expected Result/Impact: Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team Problem Statements: Student Learning 5 Funding Sources: Edgenuity - Compensatory Education, Progress Learning - Compensatory Education, IXL - Compensatory Education, Lowman Education - 199 Curriculum, Lexia Core 5 - Compensatory Education		Jan	Mar	July
Strategy 4 Details		Reviews		
Strategy 4: K-3rd grade teachers and principals will attend Reading Academies. Strategy's Expected Result/Impact: Teacher Instructional strategies will improve as a result of participation in the Reading Academy. Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Assistant Supt. Funding Sources: - 199 Curriculum		Jan	Mar	July
Strategy 5 Details		Reviews		
Strategy 5: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements. Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team Problem Statements: Student Learning 6 Funding Sources: - 199 Staff Development		Jan	Mar	July
		No Progress Accomplished Continue/Modify Discontinue		

Performance Objective 1 Problem Statements:

Student Learning	
Problem Statement 3: Reading Scores need to improve at the Meets Grade Level Root Cause: Lack of emphasis on the importance of the raising students scores from the Approaches Grade Level (passing) to the Meets Grade Level.	

Student Learning

Problem Statement 5: Effectively implement Title I school-wide program that builds a strong foundation for reading and math. **Root Cause:** Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

Problem Statement 6: (Prioritized) New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students **Root Cause:** STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

Goal 1: Wylie ISD will maintain rigorous academic achievement standards to prepare 21st-century learners for graduation and post-secondary success.

Performance Objective 2: The percentage of students performing at the Meets Grade Level in Math on the STAAR assessments will increase by 1%. 3rd Grade House Bill Goal - 65%.

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details		Reviews		
Strategy 1: The district will utilize Lowman Education, IXL, and Edgenuity for our math intervention programs to increase numeracy skills. We applied for a grant from TEA during the 2024-25 School year that provided us with 1025 IXL Math licenses to be used for Accelerated Instruction and as a supplementary resource for Math Grades 1-5. Strategy's Expected Result/Impact: Following the MTSS process, students will apply grade level numeracy skills to math content. Students' Math scores will show growth towards Meets Grade Level. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team Problem Statements: Student Learning 1 Funding Sources: Edgenuity - Compensatory Education, Lowman - 199 Curriculum, IXL - Compensatory Education		Jan	Formative Mar	July Summative
Strategy 2 Details		Reviews		
Strategy 2: Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas. Strategy's Expected Result/Impact: Students' Math scores will show growth towards being on grade level. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team Funding Sources: TEKS Resource System - 199 Curriculum		Jan	Formative Mar	July Summative

Strategy 3 Details		Reviews		
Strategy 3: Increase rigor and student engagement in Tier 1 during enrichment periods and provide effective instructional strategies during accelerated instruction time. Utilize programs such as Edgenuity, IXL, Lowman Education, and Progress Learning. Strategy's Expected Result/Impact: Students' Math scores will show growth towards being on grade level. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team Problem Statements: Student Learning 5 Funding Sources: Edgenuity - Compensatory Education, Progress Learning - Compensatory Education, IXL - Compensatory Education, Lowman Education - 199 Curriculum	Jan	Mar	July	Summative
Strategy 4 Details		Reviews		
Strategy 4: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements. Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team Problem Statements: Student Learning 6 Funding Sources: - 199 Staff Development	Jan	Mar	July	Summative
		No Progress Accomplished Continue/Modify Discontinue		

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: (Prioritized) Math scores are decreasing as a trend. Root Cause: Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID
Problem Statement 5: Effectively implement Title I school-wide program that builds a strong foundation for reading and math. Root Cause: Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.
Problem Statement 6: (Prioritized) New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students Root Cause: STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

Goal 1: Wylie ISD will maintain rigorous academic achievement standards to prepare 21st-century learners for graduation and post-secondary success.

Performance Objective 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase by 1% to a scale score of 78%.

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data; College, Career, and Military Readiness Data Table . CTE Advisory Board records; Annual Board Report

Strategy 1 Details		Reviews		
Strategy 1: The district will track student choice and monitor progress and successful completion in all areas of College, Career, and Military Readiness (CCMR). We utilize the software program called Pathways Strategy's Expected Result/Impact: Students will have a clear understanding of their CCMR goal and will have a plan to work toward that goal with the end in mind for post-secondary awareness and success. Staff Responsible for Monitoring: Administrators, CCMR/CTE Director, Counselors Problem Statements: Student Learning 2 Funding Sources: Pathways - State Career and Technical		Formative	Summative	
		Jan	Mar	July
Strategy 2 Details		Reviews		
Strategy 2: Career and Technology Education will develop and implement a plan that links new pathways, develops local partnerships, and gives students the opportunity to acquire industry-based certifications. Strategy's Expected Result/Impact: Increasing the number of partnerships will provide multiple opportunities for students to graduate future ready with as many skills-based certificates, licenses and/or certifications as possible Staff Responsible for Monitoring: Administrators, CCMR/CTE Director, Counselors Problem Statements: Student Learning 2 Funding Sources: - Carl Perkins		Formative	Summative	
		Jan	Mar	July

Strategy 3 Details		Reviews			Summative
Strategy 3: The district will continue to explore options for students to become core complete or earn a Level I/Level II Certificate from a cooperating college by the time they graduate from high school as well as enter into higher education. Strategy's Expected Result/Impact: New partnership exploration and existing partnership expansion will lead to obtaining a degree or student certificate Staff Responsible for Monitoring: Administrators, CCMR/CTE Director, Counselors Problem Statements: Student Learning 2		Formative			
		Jan	Mar	July	
					 Discontinue

Performance Objective 3 Problem Statements:

Student Learning	
Problem Statement 2: The number of students will meet College, Career, & Military Readiness (as defined by TEA indicators) will increase. Root Cause: The State Accountability System Refresh will necessitate an increase in the number of students that are required to meet CCMR Readiness.	

Goal 1: Wylie ISD will maintain rigorous academic achievement standards to prepare 21st-century learners for graduation and post-secondary success.

Performance Objective 4: Effectively manage Title I school-wide programs at the West Early Childhood, West Elementary and East Elementary campuses.

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details		Reviews		
Strategy 1: Continue to provide reading specialists and aides at the Title I (Targeted Assistance) Campuses. Strategy's Expected Result/Impact: This will allow for additional reading and instructional support to help ensure student success. Staff Responsible for Monitoring: Campus Principal and Asst. Supt. Problem Statements: Student Learning 5 Funding Sources: - 211 Title I Part A	Formative		Summative	
	Jan	Mar	July	
Strategy 2 Details		Reviews		
Strategy 2: Conduct campus needs assessments to identify areas of weakness and strength for data driven instruction and reform. Strategy's Expected Result/Impact: Review the progress of students not reading at grade level and who are not likely to pass STAAR and discuss the intervention plan to ensure student success. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team Problem Statements: Student Learning 5	Formative		Summative	
	Jan	Mar	July	
Strategy 3 Details		Reviews		
Strategy 3: Provide campuses with intervention programs that are scientifically based in research - Lexia Core 5 and IXL Strategy's Expected Result/Impact: Review the progress of students not reading at grade level and who are not likely to pass STAAR and discuss the intervention plan to ensure student success. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team Funding Sources: Lexia Core 5 - Compensatory Education, IXL - Compensatory Education, Literacy Footprints - Compensatory Education, - Compensatory Education	Formative		Summative	
	Jan	Mar	July	

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 5: Effectively implement Title I school-wide program that builds a strong foundation for reading and math. Root Cause: Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

Goal 1: Wylie ISD will maintain rigorous academic achievement standards to prepare 21st-century learners for graduation and post-secondary success.

Performance Objective 5: Effectively manage ESL programs at all campuses. Partner with Region XIV for guidance within our ESL Program.

High Priority

Evaluation Data Sources: District Performance Data

Strategy 1 Details		Reviews		
Strategy 1: Consultants from Region XIV will provide Professional Development for our staff that have Emergent Bilingual students in their classrooms. Consultants will visit campuses and will provide strategies to teachers and counselors to better meet the needs of our growing Emergent Bilingual population. Strategy's Expected Result/Impact: This will allow for additional support to help ensure student success. Staff Responsible for Monitoring: Campus Principal, Counselor, Assist. Supt. Problem Statements: Demographics 2 Funding Sources: - Title III Funds				
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5 Problem Statements:

Demographics	
Problem Statement 2: (Prioritized): Wylie ISD needs to improve processes and professional development in order to address the unique needs of Emergent Bilinguals . Root Cause: The population of Emergent Bilinguals continues to grow.	

Goal 1: Wylie ISD will maintain rigorous academic achievement standards to prepare 21st-century learners for graduation and post-secondary success.

Performance Objective 6: Opening of the IGNITE Academy. The academy is a program of choice that serves students at Wylie High School. The focus of IGNITE Academy is to provide dropout prevention, credit recovery, and self-paced learning opportunities for at-risk students. In addition, students who are working toward early graduation may also apply.

High Priority

Evaluation Data Sources: District Performance Data

Strategy 1 Details		Reviews			
Strategy 1: Provide a supportive pathway for At-Risk students that is tailored for academic success. Strategy's Expected Result/Impact: Increase in attendance and graduation rate. Staff Responsible for Monitoring: Administrators , Teachers, and Counselors. Problem Statements: Student Learning 4		Formative		Summative	
		Jan	Mar	July	
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 4: Wylie ISD has identified the need to provide students with a program that meets the needs of at-risk students who are in danger of dropping out of school. The name of program is the IGNITE Academy. The focus of the IGNITE Academy is to provide dropout prevention, credit recovery, and self-paced learning opportunities for at-risk students. Root Cause: Students drop out or withdraw from school for a multitude of reasons including academic struggles, attendance, disengagement, and personal and family challenges

Goal 2: Wylie ISD will provide a positive and safe environment for our students and staff.

Performance Objective 1: Consistently incorporate safety and security measures that safeguard the campus and learning environments.
High Priority

High Priority

Evaluation Data Sources: SENTINEL - State program designed to collect, process, store, and distribute school safety and security information .
Daily Exterior Door Sweeps, monitor cameras including Angel Protection cameras.
Internal Safety Audit (Texas School Safety Center), External Safety Audit
(Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms

Strategy 1 Details		Reviews		
Strategy 1: Develop, implement, and assess district safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff. Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies. Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. Problem Statements: District Processes & Programs 1		Formative		Summative
		Jan	Mar	July
Strategy 2 Details		Reviews		
Strategy 2: Continue to be active and visible on district campuses (interior and exterior) and facilities through various usage of safety and security personnel that includes daily door checks and patrolling exterior campuses. Strategy's Expected Result/Impact: Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity. Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. Problem Statements: District Processes & Programs 1		Formative		Summative
		Jan	Mar	July

Strategy 3 Details		Reviews		
Strategy 3: Review, monitor, and revise the Standard Response Protocol, Emergency Operations Plan, and Active Threat Procedures.		Formative		Summative
		Jan	Mar	July
Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies. Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. Problem Statements: District Processes & Programs 1				
		Reviews		
Strategy 4 Details		Formative		Summative
		Jan	Mar	July
Strategy 4: Ensure that all safety drills, staff trainings, and facility checks are conducted and debriefed with corrective actions, as necessary. Incorporation and completion of the ALERT/ CRASE (Active Shooter) Training Programs for all staff. Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies. Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. Problem Statements: District Processes & Programs 1				
		Reviews		
Strategy 5 Details		Formative		Summative
		Jan	Mar	July
Strategy 5: Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms. Strategy's Expected Result/Impact: Lower number of student discipline referrals. Staff Responsible for Monitoring: Administrators Problem Statements: District Processes & Programs 1				
		Reviews		
Strategy 6 Details		Formative		Summative
		Jan	Mar	July
Strategy 6: Implement the School Safety Response Curriculum "Staying Safe" for students in Wylie ISD. Strategy's Expected Result/Impact: Teaches students and staff how to respond during an active event. Staff Responsible for Monitoring: Campus Administrators Assistant Supt. of Operations Curriculum Team Problem Statements: District Processes & Programs 1				

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: (Prioritized): Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted. Root Cause: School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.

Goal 2: Wylie ISD will provide a positive and safe environment for our students and staff.

Performance Objective 2: Implementation of School Behavioral Threat Assessment teams that conducts behavioral threat assessments to serve at each campus of the district.

High Priority

Evaluation Data Sources: Each established team is required to conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior. Gather and analyze data to determine the level of risk and appropriate interventions.

Strategy 1 Details		Reviews		
Strategy 1: Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children. Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities. Staff Responsible for Monitoring: Safe and Supportive School Staff Problem Statements: Student Learning 1 - District Processes & Programs 1		Formative		Summative
		Jan	Mar	July
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2 Problem Statements:

Student Learning	
Problem Statement 1: (Prioritized) Math scores are decreasing as a trend. Root Cause: Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID	
District Processes & Programs	
Problem Statement 1: (Prioritized): Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted. Root Cause: School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.	

Goal 2: Wylie ISD will provide a positive and safe environment for our students and staff.

Performance Objective 3: Promote and maintain a healthy environment that fosters physical, mental and social and emotional wellness at school and district events for all students, staff and the community on a daily basis.

High Priority

Strategy 1 Details		Reviews		
Strategy 1: Provide services to address homelessness, pregnancy related services, dropout recovery, and students in alternative discipline setting Strategy's Expected Result/Impact: Annual attendance goals met. Staff Responsible for Monitoring: Administrators and Counselors Problem Statements: District Processes & Programs 3	Formative			Summative
	Jan	Mar	July	
Strategy 2 Details				
Strategy 2: Provide training to promote conflict resolution, healthy relationships, dating violence prevention (Parent Consent Required),character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services. Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior Staff Responsible for Monitoring: Administrators and Counselors Problem Statements: District Processes & Programs 1	Formative			Summative
	Jan	Mar	July	
Strategy 3 Details				
Strategy 3: Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, and administrators). Staff Responsible for Monitoring: Administrators, Counselors, Program Directors and School Chaplain. Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), Safe and secure campuses and facilities. Staff Responsible for Monitoring: Administrators, Counselors and Safe and Supportive School Staff and School Chaplain. Problem Statements: District Processes & Programs 1	Formative			Summative
	Jan	Mar	July	

Strategy 4 Details		Reviews		
Strategy 4: Organize and plan a know your teen event at the PAC. "It Takes a Pack" event brings parents face-to-face with the challenges of being a teen today. Strategy's Expected Result/Impact: Educate and share resources with parents in our community regarding the struggles and challenges that teenagers face in modern times. Staff Responsible for Monitoring: High School Administrators and Mental Health Program Directors. Problem Statements: District Processes & Programs 1	 No Progress  Accomplished  Continue/Modify  Discontinue	Jan	Mar	July

Performance Objective 3 Problem Statements:

District Processes & Programs	
Problem Statement 1: (Prioritized): Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted. Root Cause: School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.	
Problem Statement 3: Wylie ISD recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. Root Cause: Students are struggling with Mental Health issues. Mental health disorders can affect a student's classroom learning and social interactions.	

Goal 2: Wylie ISD will provide a positive and safe environment for our students and staff.

Performance Objective 4: Implementation of a Random Student Drug Testing Program at Wylie High School.

High Priority

Evaluation Data Sources: Partner with Permian Basin Drug and Alcohol Testing to randomly test students participating in extra-curricular activities. Results provided to school personnel responsible for the testing program.

Strategy 1 Details		Reviews		
Strategy 1: Students in grade 9-12 who participate in extracurricular activities will be randomly selected for drug and alcohol testing. Strategy's Expected Result/Impact: To allow each student in programs subject to testing to make a commitment against drug/alcohol use. To provide a deterrent to drug/alcohol use for students in grades 9-12. To provide a drug/alcohol counseling provided by Wylie School personnel. To provide students with a tool to deal with peer pressure. Staff Responsible for Monitoring: Assistant Athletic Director HS Assistant Principal Problem Statements: District Processes & Programs 4		Formative		Summative
		Jan	Mar	July
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4 Problem Statements:

District Processes & Programs	
Problem Statement 4: Wylie ISD recognizes the need for a deterrent to drug/alcohol use for students in grades 9-12. Root Cause: The increasing prevalence of substance abuse among high school students poses significant risks to student health, academic performance, and campus safety.	

Goal 2: Wylie ISD will provide a positive and safe environment for our students and staff.

Performance Objective 5: Promote positive student interaction and improve academic engagement by implementing a new cell phone policy restricting student cell phone use during school hours. Implemented in the 2024-25 School year. at the secondary campuses only. Became a law in the summer of 2025 that required a policy for all grade campuses. HB 1481: School districts & charters must adopt a policy prohibiting use of cell phones while on school property during the school day.

High Priority

Evaluation Data Sources: Teacher Survey
Student Discipline Records

Strategy 1 Details		Reviews		
Strategy 1: Wireless communication devices will be silenced and put away during the school day while on campus, including lunchtime and transitioning between classes. Strategy's Expected Result/Impact: Minimizing distractions and disruptions during the school day while maintaining a safe environment that is conducive to academic achievement. Staff Responsible for Monitoring: Teachers and campus administrators. Problem Statements: District Processes & Programs 5		Formative		Summative
		Jan	Mar	July
		No Progress Accomplished Continue/Modify Discontinue		

Performance Objective 5 Problem Statements:

District Processes & Programs	
Problem Statement 5: In compliance to HB1481, Wylie ISD recognizes the need to restrict cell phone usage during the school day. Root Cause: Students' excessive cell phone use during class time is significantly disrupting the learning environment, reducing academic focus, and hindering meaningful peer interaction and teacher-student engagement.	

Goal 2: Wylie ISD will provide a positive and safe environment for our students and staff.

Performance Objective 6: Implementation of the RISE program. The program is a behavioral support classroom that is built around a structured, student-centered learning environment designed to meet the unique academic, social, and emotional needs of students with behavioral challenges.

High Priority

Evaluation Data Sources: Improvement in behavior and observed progress in social and emotional behavior. Decline in discipline referrals

Strategy 1 Details		Reviews		
Strategy 1: Provide a behavioral support classroom that will meet the needs of identified students so that they can have academic and behavioral success in a separate structured learning environment. Strategy's Expected Result/Impact: Student Success Staff Responsible for Monitoring: RISE Program Teacher Administration Problem Statements: District Processes & Programs 2		Formative		Summative
		Jan	Mar	July
		Continue/Modify 		
		Accomplished 		
		No Progress 		
		Discontinue 		

Performance Objective 6 Problem Statements:

District Processes & Programs	
Problem Statement 2: Wylie ISD recognizes the need for a behavioral support classroom	Root Cause: Students disruptive behaviors interfere with their own learning and or the learning of others. Traditional classroom management strategies are insufficient.

Goal 3: Wylie ISD ensures active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 1: Provide opportunities for stakeholder engagement in decision-making through District Advisory and campus committees.

High Priority

Evaluation Data Sources: Informal feedback from parents and community members- feedback at meetings, calls, visits, and through social media.

Strategy 1 Details		Reviews		
Strategy 1: Evaluate, review and revise District Parent Engagement plan at the District Advisory Committee Meeting. Strategy's Expected Result/Impact: Parents feel welcomed and a strong partnership is created. Staff Responsible for Monitoring: Superintendent and Assistant Superintendent. Problem Statements: Perceptions 1		Formative		Summative
		Jan	Mar	July
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Wylie ISD must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new students and parents in our community.

Goal 3: Wylie ISD ensures active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 2: Ensure parents and the community feel welcomed and appreciated as vital stakeholders at the campuses and the central administration office.

Evaluation Data Sources: Informal feedback from parents and community members- feedback at meetings, calls, visits, and through social media.

Strategy 1 Details		Reviews		
Strategy 1: Encourage parents to be involved in the many opportunities available to them through volunteer programs at school or through one of the booster organizations. Strategy's Expected Result/Impact: Positive feedback through multiple means, including surveys Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1				
		Jan	Mar	July
Strategy 2 Details		Reviews		
Strategy 2: Ensure that parents feel welcome to partner with the school to provide an education of excellence Strategy's Expected Result/Impact: Parents feel welcomed and a strong partnership is created. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1				
		Jan	Mar	July
		No Progress Accomplished Continue/Modify Discontinue		

Performance Objective 2 Problem Statements:

Perceptions	
Problem Statement 1: Wylie ISD must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Growth with new students and parents in our community. Root Cause: Continued	

Goal 3: Wylie ISD ensures active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 3: Gather input from stakeholders, parents, and students, whether that be by surveys or informally by taking time to meet with parents and students.

High Priority

Evaluation Data Sources: Surveys, social media, and informal input

Strategy 1 Details		Reviews		
Strategy 1: Provide notices and communication to stakeholder, parents, staff and teachers. Provide input at all District Site-Base; Campus Site-Base; and Staff Meetings Strategy's Expected Result/Impact: Improved Communication and Feedback from all stakeholders Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1		Formative		Summative
		Jan	Mar	July
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Wylie ISD must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new students and parents in our community.

Goal 4: Wylie ISD ensures that staff recruitment and retention is a high priority.

Performance Objective 1: Wylie ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, and beliefs.

High Priority

Evaluation Data Sources: Human Resource Data

Strategy 1 Details		Reviews		
Strategy 1: Actively work to retain Wylie ISD employees by providing feedback to employees through the evaluation process so that employees find meaning and value in their work. Strategy's Expected Result/Impact: Wylie ISD will retain 90% of all employees for the 2025-2026School year. Staff Responsible for Monitoring: Human Resources Problem Statements: Demographics 3		Formative		Summative
		Jan	Mar	July
Strategy 2 Details		Reviews		
Strategy 2: Wylie ISD will work to recruit and attract qualified applicants by working with communications and researching effective marketing strategies. Communicate and advertise our annual Teacher Round-Up in March of each year. Strategy's Expected Result/Impact: We will start the school year with 100% of all campus positions filled. Staff Responsible for Monitoring: Human Resources Problem Statements: Demographics 3		Formative		Summative
		Jan	Mar	July
Strategy 3 Details		Reviews		
Strategy 3: Wylie ISD will provide childcare services for school employee's children. The childcare facility is called the "Pup Academy". Strategy's Expected Result/Impact: Recruit highly qualified staff members that are in need of child care. Staff Responsible for Monitoring: Day Care Supervisor Problem Statements: Demographics 3		Formative		Summative
		Jan	Mar	July
		No Progress Accomplished Continue/Modify Discontinue		

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 3: Wylie ISD continues to recruit highly qualified teachers and staff members to meet the continued student enrollment growth. Root Cause: Continued enrollment increase in our school district necessitates the need for more teachers and staff	

Goal 4: Wylie ISD ensures that staff recruitment and retention is a high priority.

Performance Objective 2: Apply for acceptance into the Teacher Incentive Allotment (TIA) in Texas. TIA was established by House Bill 3 (HB 3), aims to attract, retain, and reward highly effective teachers.

High Priority

HB3 Goal

Evaluation Data Sources: TIA Data - T-TESS appraisals and Growth Measures

Strategy 1 Details		Reviews		
Strategy 1: Create a plan that will both help attract, retain and reward highly effective teachers and improve instruction while doing so. Strategy's Expected Result/Impact: Help recruit teachers Improved Instruction Staff Responsible for Monitoring: TIA Administrator Problem Statements: Demographics 1		Formative		Summative
		Jan	Mar	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Wylie ISD has identified the challenges of recruiting and retaining effective teachers. One way to address this challenge is to apply for and create a plan of action for the Teacher Incentive Allotment to help increase compensation and improve instruction. Root Cause: Many Texas districts struggle to recruit and retain high-quality teachers. A primary driver for teacher attrition is inadequate pay.

Addendums

1.Comprehensive Needs Assessment

1.1 Comprehensive Needs Assessment

The goal for all district activities is to provide a well-rounded program of curriculum and instruction where all students are challenged and have the opportunity to meet the state's academic standards. A district-level team continuously reviews data and the district's progress toward established goals and objectives. That process constitutes a continuous Comprehensive Needs Assessment (CNA).

The CNA includes the identification of district strengths that are documented by district leaders in their area of responsibility. These strengths provide the foundation for programs, strategies, and activities to address the identified areas for growth. The result of the CNA is the development of a proposed District Improvement Plan (DIP) that includes measurable objectives, strategies, and allocation of resources.

The CNA will be presented to both our campus committees and the District Advisory Committee for input prior to presenting the District Improvement Plan (DIP) to the Board of Trustees for approval in a public hearing.

2. Campus Improvement Plan

2.1 Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Plan is developed with the required stakeholders, as members of the District Advisory Committee, parents of students enrolled in the district, business representatives, community members, campus-based professional staff, auxiliary or paraprofessional staff, professional staff with the primary responsibility for educating students with disabilities. Other representatives will include a parent of a student at a Title I campus.

2.2 Regular monitoring and revision.

The established objectives and strategies are monitored at least four times per year and documentation is located within the DIP document.

2.3 Available to parents and community in an understandable format and language.

Title I Meetings are hosted three times per year. Parents are given two time choices to attend and receive information about the program. Parents must sign permission for their child to receive Title I services. If parents are non-English speakers, translation efforts will be made to make sure they understand what services are being offered and provided to their children.

2.4 Opportunities for all children to meet State standards

Objectives and Strategies are designed to ensure all children meet State standards.

2.5 Increased learning time and well-rounded education

Objectives and Strategies are designed to ensure all children meet State standards.

2.6 Address needs of all students, particularly at-risk

Any student who struggles in reading may be recommended to the Title I program teachers who will test that child to see if they need reading support through Title I.

Annual Evaluation

3.1 Annually evaluate the schoolwide plan

End of year data from the reading labs is evaluated to determine what needs adjustment within the schoolwide reading improvement plan.

4.1 Develop and distribute Parent and Family Engagement Policy

Title I Meetings are hosted three times per year. Parents are given two different time choices to attend and receive information about the program. Parents must sign permission for their child to receive Title I services. If parents are non-English speakers, translation efforts will be made to make sure they understand what services are being offered and

provided to their children. Information and helpful tips are provided to parents to help them work with their students at home on their reading. Parents are also encouraged to attend Meet the Teacher, Open House, and Book Fair Family Night.

4. Parent Engagement Policy

4.2 Offer flexible number of parent-involvement meetings.

Title I Meetings are hosted three times per year. Parents are given two different time choices to attend and receive information about the program. Parents must sign permission for their child to receive Title I services. If parents are non-English speakers, translation efforts will be made to make sure they understand what services are being offered and provided to their children.

5. Targeted Assistance Schools Only

5.1 Determine which students will be served by following local policy

WISD applies for funds and operates a Targeted Assistance program on both the West and East Elementary campuses.

Students are selected for participation in the program by using assessment data. The students are identified that they are at risk of not meeting state performance standards in Reading and Math.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(c)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(c)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(c)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Federal and State Grant Sources

Grants	Funds Available in 2025-2026
Title 1 part A NCLB Grant	\$292,820
Title II, Part A - Flow through from ESC 14	\$67,514
Title IV - Flow through from ESC 14	\$16,531
Title III - Stays at ESC 14	\$13,083
IDEA B	\$887,425
IDEA B Preschool	\$9,206
Carl Perkins	\$30,954



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The **Priority for Service Report on Texas – New Generation System (TX-NGS)** must be used to **determine who to serve first and foremost with MEP funds**. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	• Who have made a qualifying move within the previous 1-year period; AND • Students whose data in TX-NGS shows No Other Preschool Support.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the *TMEP Portal*.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
14	221-912		
District Name:		School Year	Date:
Wylie ISD		2025-2026	09/17/2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	<i>Joey Lytk</i>	ESC Reviewer Signature	<i>Jo Ann Gonzales</i>
Date	<i>9/22/25</i>	Date Review Complete	<i>9/22/25</i>

School Year:	2025-2026	PFS Action Plan	
Region:	District Number:	District Name:	
14	221-912	Wylie ISD	

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
To ensure that identified Priority for Service (PFS) migrant students in Wylie ISD receive interventions in order to succeed in school.	Wylie ISD will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
14	221-912	Wylie ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services. ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	monthly	MEP Program Coordinator, ESC 14 MEP Staff	PFS Reports from TX-NGS
Additional Activities	Before Sept. 30, 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Action Plan
▪			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
14	221-912	Wylie ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Reports from TX-NGS, Training & Materials, Email
▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log
▪ During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
14	221-912	Wylie ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities. The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log, PFS Services Received Report from TX-NGS
	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log, PFS Services Received Report from TX-NGS
	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log, PFS Services Received Report from TX-NGS
Additional Activities			