

Wylie Independent School District (Abilene)

District Improvement Plan

2023-2024



Mission Statement

To provide an education of excellence for all our students so they may function effectively, successfully, and productively in society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

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 318 students at 5.9%. Our total enrollment is 5401 students.

The student population is ethnically represented as follows:

23.57% Hispanic students, 63.44% White students, 4.65% African American students, 2.88% Asian, 0.24% Native American students, 0.15% Pacific Isle and Two or more 5.07%.

The district has 24.85% Economically Disadvantaged, 2.55%, Emerging Bilinguals, and 26.33% At-Risk.

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.

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.

Our teachers are dedicated professionals whose commitment to excellence is recognized consistently at the regional and state levels. 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): (Prioritized): Wylie ISD needs to improve processes and professional development in order to address the unique needs of Emerging Bilinguals .
Root Cause: The population of Emerging Bilinguals continues to grow.

Problem Statement 2: 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

2023 Results

2023 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	State	
Reading	Grade 3	90%	74%	77%	65%	47%	51%	24%	16%	20%	60%	46%	49%
	Grade 4	91%	77%	77%	61%	45%	47%	25%	17%	21%	59%	46%	48%
	Grade 5	89%	75%	81%	68%	53%	56%	39%	25%	28%	65%	52%	55%
	Grade 6	89%	77%	75%	66%	50%	51%	29%	19%	22%	61%	49%	49%
	Grade 7	89%	79%	77%	67%	52%	52%	35%	24%	26%	64%	52%	52%
	Grade 8	96%	85%	82%	81%	57%	56%	52%	27%	27%	76%	56%	55%
	English I	90%	77%	71%	78%	61%	54%	23%	16%	14%	64%	51%	46%
	English II	92%	82%	74%	79%	65%	56%	15%	12%	9%	62%	53%	46%
Math	Grade 3	88%	63%	72%	54%	37%	44%	21%	14%	19%	54%	38%	45%
	Grade 4	81%	63%	70%	54%	37%	47%	24%	15%	22%	53%	38%	46%
	Grade 5	93%	76%	79%	71%	45%	50%	33%	17%	21%	66%	46%	50%
	Grade 6	89%	74%	74%	46%	33%	38%	16%	11%	15%	50%	39%	42%
	Grade 7	80%	64%	61%	53%	37%	35%	15%	10%	10%	49%	37%	35%
	Grade 8	91%	73%	74%	63%	39%	44%	24%	12%	16%	59%	41%	45%

		95%	82%	78%	67%	45%	45%	36%	21%	24%	65%	49%	49%
Science	Algebra I												
	Grade 5	83%	62%	64%	54%	31%	34%	29%	13%	15%	55%	35%	38%
	Grade 8	87%	71%	72%	62%	40%	45%	23%	11%	16%	57%	41%	44%
	Biology	98%	92%	89%	78%	61%	57%	35%	20%	22%	70%	58%	56%
Social Studies	Grade 8	82%	60%	60%	58%	25%	31%	38%	14%	15%	59%	34%	35%
	US History	98%	97%	95%	85%	76%	71%	57%	40%	39%	81%	71%	68%
OVERALL AVERAGE													48%

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. We are using Edgenuity for accelerated instruction at the secondary 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

The district has a robust Career and Technical Education (CTE) program. The CTE program offers pathways creating a coherent sequence of 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): (Prioritized) New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students Root **Root Cause:** STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

Problem Statement 2 (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 3 (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 4 (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 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.

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.

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.

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.

Staff Quality, Recruitment, and Retention

Wylie I.S.D. maintains a 100% Highly Qualified staff at all times. Wylie ISD currently has 749 staff members with 364 of those being classroom teachers. At the end of 2022-2023, Wylie ISD had 7 teachers retire and 50 leave the district. One teacher who became a retiree/ rehire employee.

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 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.

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.

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 employs both former military and seasoned law enforcement and officers from area agencies to serve as School Marshals. We also employ a School Resource Officer at the High School. 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.

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 2022-2023.

1. Evacuation (fire) Drill
2. Lock down
3. Severe Weather
4. Shelter in Place

Actively enforce safety guidelines to help mitigate the spread of COVID 19.

- Each campus must ensure that systems are in place to provide consistent enforcement of campus and district expectations
- 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

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. Wylie ISD receives a Superior Rating in the School Financial Integrity Rating System of Texas (FIRST) annually. Wylie ISD has been able to accomplish this while simultaneously lowering the taxation rate for our community.

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 summer school, during tutorials, and intervention periods to provide support for struggling students.

- 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

School Organization

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources
- Superior rating in the Financial Integrity Rating System of Texas since inception of the rating system.

Staff Recruitment and Retention

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.

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.
- One area of technology focus has been in the special education environments to provide students access to the full range of curriculum
- Classrooms are provided with chromebooks (2691), iPads (1627), Laptop Computers (213), and desktop computers (1100) at all campuses.

Problem Statements Identifying District Processes & Programs Needs

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 2: Our district has to have a long-range plan for continued growth. The Wylie ISD School Board unanimously voted to place a bond referendum on November ballot. **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

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. The 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. A long-range planning committee was created during the 2022-23 school year to make recommendation's regarding future facilities . 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 2023 -24 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
Watch D.O.G.S.	Open House	Family Nights

Campus Educational Council	Field Trips	Career Day
TOTS Program	Booster Clubs	Parent of the Month
Kindergarten Roundup	Veteran's Day Program	

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 Blackboard 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.

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
- Watch D.O.G.S (Dads of Great Students) program which involves father figures to help create a safe and secure learning environment (elementary)
- 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, Wylie Bulldog App, 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.

Priority Problem Statements

Problem Statement 1: (Prioritized): Wylie ISD needs to improve processes and professional development in order to address the unique needs of Emerging Bilinguals.

Root Cause 1: The population of Emerging Bilinguals continues to grow.

Problem Statement 1 Areas: Demographics

Problem Statement 2: (Prioritized) New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students

Root Cause 2: STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

Problem Statement 2 Areas: Student Learning

Problem Statement 3: (Prioritized) Math scores are decreasing as a trend.

Root Cause 3: Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID

Problem Statement 3 Areas: Student Learning

Problem Statement 4: (Prioritized): Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted.

Root Cause 4: School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: The number of students will meet College, Career, & Military Readiness (as defined by TEA indicators) will increase.

Root Cause 5: The State Accountability System Refresh will necessitate an increase in the number of students that are required to meet CCMR Readiness.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Reading Scores need to improve at the Meets Grade Level

Root Cause 6: Lack of emphasis on the importance of the raising students scores from the Approaches Grade Level (passing) to the Meets Grade Level.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Wylie ISD must continue to emphasize parental involvement and solicit input and feedback through committees and surveys

Root Cause 7: Continued Growth with new students and parents in our community.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Effectively implement Title I school-wide program that builds a strong foundation for reading and math.

Root Cause 8: Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

Problem Statement 8 Areas: Student Learning

12/1

1. Student Learning

2. Student Learning

3. Student Learning

4. Student Learning

5. Student Learning

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38. Student Learning

39. Student Learning

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 completers, concentrators, 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 Grade Level in Reading on the STAAR assessments will increase by 1% .

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 1: The district will utilize reading intervention programs such as Lexia Core 5, Read 180/System 44 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 4 Funding Sources: Lexia - Compensatory Education - \$18,100, Amplify/mClass - Compensatory Education - \$27,852, Read 180/System 44 - Compensatory Education - \$19,038				
Strategy 2 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
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 Problem Statements: Student Learning 4 Funding Sources: - 199 Curriculum - 199 - \$24,000				

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 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 - \$50,690, Progress Learning - Compensatory Education - \$12,900	Formative		Summative		
	Nov	Jan	Mar	June	
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. Problem Statements: Student Learning 4 Funding Sources: - 199 Curriculum - \$9,000	Formative		Summative		
	Nov	Jan	Mar	June	
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 1 Funding Sources: - 199 Staff Development - \$2,500	Formative		Summative		
	Nov	Jan	Mar	June	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: (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 Problem Statement 4: 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.

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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 2: The percentage of students performing at the Meets Grade Level in Math on the STAAR assessments will increase by 1%.

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details		Reviews			
Strategy 1: The district will utilize the math intervention program Moby Max and Edgenuity to increase numeracy skills. 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 2 Funding Sources: Moby Max - Compensatory Education - \$21,252, Edgenuity - Compensatory Education - \$50,690		Nov	Jan	Mar	June
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 Problem Statements: Student Learning 2 Funding Sources: TEKS Resource System - 199 Curriculum - \$24,000		Nov	Jan	Mar	June

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 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 2, 4 Funding Sources: Edgenuity - Compensatory Education - \$50,690, Progress Learning - Compensatory Education - \$12,900		Formative		Summative	
		Nov	Jan	Mar	June
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 1 Funding Sources: - 199 Staff Deveopment - \$2,500		Formative		Summative	
		Nov	Jan	Mar	June
		No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: (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 Problem Statement 2: (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 4: 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.

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%.

High Priority

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 Career Craft. 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 3 Funding Sources: Career Craft - TRPN Grant - \$9,563		Formative		Summative
	Nov	Jan	Mar	June
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 3		Formative		Summative
	Nov	Jan	Mar	June
Strategy 3 Details		Reviews		
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.		Formative		Summative
	Nov	Jan	Mar	June

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 3

0%	No Progress	100%	Accomplished	➔	Continue/Modify	✗	Discontinue
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Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: 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 implement 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 - \$267,910		Nov	Jan	Mar	Summative June
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		Nov	Jan	Mar	Summative June
Strategy 3 Details		Reviews			
Strategy 3: Provide campuses with intervention programs that are scientifically based in research, such as: Lexia Core 5 and I-Ready. Strategy's Expected Result/Impact: Review the progress of students not reading at grade level and who are not		Nov	Jan	Mar	Summative June

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

Funding Sources: I-Ready - 211 Title I Part A - \$2,397, Lexia Core 5 - Compensatory Education - \$5,275

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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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 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: Daily Exterior Door Sweeps, TEA Partial Summer Safety Audit (2022), 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 Funding Sources: Campus Safety Upgrades - Safety Grant - \$260,000				

Strategy 3 Details		Reviews			
Strategy 3: Review, monitor, and revise the Standard Response Protocol, Emergency Operations Plan, and Active Threat Procedures. 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	
	Nov	Jan	Mar	June	
Strategy 4 Details		Reviews			
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	Formative			Summative	
	Nov	Jan	Mar	June	
Strategy 5 Details		Reviews			
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	Formative			Summative	
	Nov	Jan	Mar	June	
		No Progress Accomplished Continue/Modify Discontinue			

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: District Processes & Programs 1	No Progress 100% Accomplished Continue/Modify Discontinue			
		Nov	Jan	Mar
				June

Performance Objective 2 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 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		Formative		Summative
		Nov	Jan	Mar
Strategy's Expected Result/Impact: Annual attendance goals met.				
Staff Responsible for Monitoring: Administrators and Counselors				
Problem Statements: District Processes & Programs 1				
Strategy 2 Details		Reviews		
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.		Formative		Summative
		Nov	Jan	Mar
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				
Strategy 3 Details		Reviews		
Strategy 3: Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, and administrators).		Formative		Summative
		Nov	Jan	Mar
Staff Responsible for Monitoring: Administrators, Counselors, Program Directors				
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				
Problem Statements: District Processes & Programs 1				
		100% Accomplished 0% No Progress → Continue/Modify ✕ Discontinue		

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.

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.

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	
		Nov	Jan	Mar	June
				No Progress 100% 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		Formative		Summative	
		Nov	Jan	Mar	June
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		Formative		Summative	
		Nov	Jan	Mar	June

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

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	
		Nov	Jan	Mar	June
				 Discontinue	
				 Continue/Modify	
				 Accomplished	
				 No Progress	

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.