Wylie Independent School District

AGENDA

WYLIE ISD REGULAR BOARD MEETING - MONDAY, OCTOBER 19, 2026 - 6:00 PM

Wylie ISD Educational Service Center
951 South Ballard Avenue
Wylie, Texas 75098

A. **Call to Order (Begins at approximately 6 p.m.)**
   1. Roll Call, Establishment of Quorum

B. **Executive Session - Section 551, Texas Government Code**
   1. Personnel – Texas Government Code Section 551.074 to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, or to hear a complaint or charge against an officer or employee.
      a. Consider seeking sanctions against teachers' certificate for contract abandonment.
      b. Superintendent's Evaluation and Contract
   2. Real Estate – Texas Government Code Section 551.072 to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.
   3. Consultation with Legal Counsel – Texas Government Code Section 551.071, to consult with the district’s attorney, in person or by phone, on a matter in which the duty of the attorney to the district, under the

Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code.

4. Security Devices or Security Audits - Texas Government Code Section 551.076 to deliberate the deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.

C. **Open Session (Begins at approximately 6:30 p.m.)**
   1. Invocation
   2. Pledge of Allegiance

D. **Recognitions**
   1. Naming of McMillan Junior High Principal
   2. Lone Star State School Counselor Association Bronze Award - Harrison Intermediate School

E. **Superintendent's Update**

F. **Public Forum**

G. **Information Reports & Public Meetings (No Action Taken)**
   1. Wylie ISD Council of PTAs Annual Update
   2. Dual Credit Update
   3. Presentation and Public Hearing on the 2025-26 School Financial Integrity Rating System of Texas (FIRST) Rating for Wylie ISD
   4. Budget Update
   5. District Vulnerability Assessment Update

H. **Action Items**
   1. Consent Agenda
      a. Minutes
      b. Approval of Financial Reports
         1. Financial Reports
         2. Investment Reports
         3. Student Nutrition Report

c. Budget Amendment – 2026-2027

d. Consider Approving RFP 2027-J07-102 – Local Retail and Grocery

e. Consider Approving RFP 2026-J06-103 – Catering

f. Consider Approving RFP 2027-J07-104 – General Building Maintenance Supplies, Service & Equipment

g. Consider Approving RFP 2027-J07-101 – Instructional Supplies, Services, Subscriptions and Software

h. Consider Approval of 2026 Tax Roll as Required by Section 26.09 of the Texas Property Code

i. Annual Review of Bilingual Education, ESL, and Title III

j. District and Campus Improvement Plans 2026-2027

k. Consider Approval of Library Purchase in Compliance with Senate Bill 13

2. New & Unfinished Action Items

a. Consider Approval of Proposed Calendar for the 2027-2028 School Year - Second and Final Reading

b. Employee Resignation without Good Cause and Proposed Complaint to the State Board of Educator Certification for Abandonment of Contract.

c. Personnel – Section 551.074 of the Texas Government Code

1. Resignations

2. Employment

3. Superintendent's Evaluation and Contract

I. **Adjournment**

INFORMATION REPORT

DATE: October 6, 2026

DEPARTMENT/DIVISION: Office of the Superintendent

SUBJECT: Superintendent's Update

BACKGROUND INFORMATION:
Superintendent Dr. Kim Spicer will provide a new monthly update highlighting activities and accomplishments from across Wylie ISD. The update will provide an overview of the previous month, including student and staff achievements, campus and district events, community engagement, programs and initiatives, and other noteworthy moments.

CONTACT: Amanda Martin, Chief of Staff

INFORMATION REPORT

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Council of PTAs

SUBJECT: State of the Year Update 2025-2026

BACKGROUND INFORMATION: President of the Wylie ISD Council of PTAs will present the yearly update.

CONTACT: Becky Welch, President, Wylie ISD Council of PTAs & Michelle Maloney, WISD Council of PTAs, 1st VP

INFORMATION REPORT

DATE: October 19, 2026

DEPARTMENT/DIVISION: Curriculum & Instruction

SUBJECT: Dual Credit Update

BACKGROUND INFORMATION: An overview of programs and participation information will be provided regarding our Dual Credit programs in Wylie ISD.

CONTACT: Leslie Dodson, Executive Director of Secondary Curriculum and Instruction and CTE

INFORMATION REPORT

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Finance

SUBJECT: Presentation and Public Hearing on the 2025-26 School Financial Integrity Rating System of Texas (FIRST) Rating for Wylie ISD

BACKGROUND INFORMATION: FIRST is a financial accountability system for Texas school districts developed by the Texas Education Agency. The primary goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system. Every Texas school district is required to announce and hold a public meeting to distribute a financial management report explaining the rating and its performance under each of the indicators used in TEA's analysis. The Management Report that will be available for the October board meeting.

CONTACT: Scott Roderick, Assistant Superintendent for Finance & Operations

Wylie Independent School District

School FIRST
(Financial Integrity Rating System of Texas)

Financial Management Report
2025-2026 Rating
Based on School Year 2024-2025 Data

EMPLOYMENT CONTRACT
BETWEEN

KIMBERLY SPICER

AND THE

WYLIE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

STATE OF TEXAS

COUNTY OF COLLIN

THIS AGREEMENT is made and entered into this, the 21st day of October 2025, by and between the Board of Trustees (hereinafter called "Board") of Wylie Independent School District (hereinafter called "WISD") and Kimberly Spicer (hereinafter called "Superintendent").

WITNESSETH

NOW, THEREFORE, the Board and the Superintendent, for and in consideration of the terms hereinafter established have agreed, and do hereby agree, as follows:

I. Term

1.1 The Board, by and on behalf of the WISD, does hereby employ the Superintendent, and the Superintendent does hereby accept employment as Superintendent of Schools for the WISD for a term of 3 years commencing October 21, 2025, and ending on October 20, 2028.

WISD may by action of the Board, and with the consent and approval of the Superintendent, extend the term of this Contract as permitted by state law.

1.2 The Board has not adopted any policy, rule, regulation, law, or practice providing for tenure. No right of tenure is created by this Contract. No property interest, express or implied, is created in continued employment beyond the Contract term.

II. Employment

2.1 **Duties.** The Superintendent shall from time to time recommend policies, rules and procedures beneficial to the District; and in general perform all duties incident to the office of the superintendent under and consistent with the Constitution, laws and regulations of the State of Texas and Texas Education Agency and the policies of the Board, and such other duties as may be lawfully prescribed by the Board. The Superintendent is the chief executive of the District and shall faithfully perform the duties of the Superintendent of Schools for the WISD as prescribed in the job description and as may be assigned by the

Board, and shall comply with all Board directives, state and federal law, District policy, rules and regulations as they exist or may hereafter be amended. Specifically, it shall be the duty of the Superintendent to recommend for employment all professional employees of the WISD subject to the Board's approval. It shall be the further duty of the Superintendent to direct, assign, reassign, and evaluate all of the employees of the WISD consistent with Board policies and federal and state law, except the assignment and reassignment of all administrative staff shall be with the advice and consent of the Board. It shall be the further duty of the Superintendent to accept all resignations of employees of the WISD consistent with the Board's policies, except the Superintendent's resignation, which must be accepted by the Board. The Superintendent shall perform the duties of the Superintendent of Schools for the District with reasonable care, diligence, skill, and expertise.

2.2 **Professional Certification**. The Superintendent shall at all times during the term of this Contract, and any renewal or extension thereof, hold and maintain a valid certificate required of a superintendent by the State of Texas and issued by the Texas Education Agency and all other certificates required by law and that the Superintendent hereby agrees to devote substantially all of her time, skill, labor, and attention to said employment during the term of the contract. The Superintendent shall also be subject to a criminal record check, and her employment is contingent upon such results being favorable.

2.3 **Reassignment.** The Superintendent cannot be reassigned from the position of Superintendent to another position without the Superintendent's express written consent.

2.4 **Board Meetings.** The Superintendent shall attend all meetings of the Board, both public and closed, with the exception of those closed meetings devoted to the consideration of any action or lack of action on the Superintendent's Contract or the Superintendent's salary and benefits as set forth in this Contract or the Superintendent's evaluation and to interpersonal relationships between individual Board members.

2.5 **Criticisms, Complaints, and Suggestions.** The Board, individually and collectively, shall refer all substantive criticisms, complaints and suggestions called to the Board's attention to the Superintendent for study and appropriate action, and the Superintendent shall investigate such matters and inform the Board of the results of such efforts.

III. Compensation

3.1 **Salary.** The WISD shall provide the Superintendent with an annual salary in the sum of Three Hundred Fifteen Thousand Dollars and no/l00 ($315,000.00). The annual salary shall be paid to the Superintendent in equal installments consistent with the Board's policies.

3.2 **Salary Adjustments.** At any time during the term of this Contract, the Board may, in its discretion, review and adjust the salary of the Superintendent. The Board will consider all compensation regularly to the end that provision shall be made for such increases as are warranted by performance, longevity, and general economic conditions, including those of the teaching staff and other administrators. Such adjustments, if any, shall be in the form

of a written addendum to this Contract, shall be incorporated herein by this reference, and shall act as a novation; or a new contract shall be issued.

3.3 **Automobile Allowance.** The District shall provide the Superintendent with an automobile allowance in the sum of One Thousand Dollars and no/100 ($1,000.00) per month. This allowance is paid in lieu of mileage expense reimbursement for the Superintendent's business travel in her personal vehicle to destinations within the District. This benefit shall be effective beginning October 21, 2025.

3.4 **Vacation, Holidays, Sick Leave Benefit Option.** The Superintendent may take, at the Superintendent's choice, subject to the Board's approval, the same number of days of vacation authorized by policies adopted by the Board for administrative employees on twelve-month contracts, the days to be in a single period or at different times. The vacation days taken by the Superintendent will be taken at such time or times as will least interfere with the performance of the Superintendent's duties as set forth in this Contract.

Additionally, the Superintendent shall receive one (1) additional day of vacation per each month of this Contract. The additional vacation day shall not accrue, and if not used by the conclusion of each month, shall be paid to the Superintendent as a single taxable lump-sum payment at the Superintendent's then current daily rate of pay.

The Superintendent shall observe the same legal holidays as provided by Board policies for administrative employees on twelve-month contracts. The Superintendent is hereby granted the same sick leave benefits as authorized by Board policies for administrative employees on twelve-month contracts.

3.5 **Automobile/Automobile Expense Benefit Options.** The Superintendent is to be compensated for out-of-district travel at actual cost. Such allowances and out-of-district travel may be reviewed by the Board, at its discretion, by policy, at any time and from time to time, may limit or require pre-approval for out-of-district travel.

3.6 **Civic Activities Benefits.** The Board encourages the Superintendent to become a member of and participate in community and civic affairs, including the chamber of commerce, civic clubs, governmental committees, and educational organizations. The Board concludes that such participation will serve a legitimate purpose related to the educational mission of the District. The Superintendent may hold offices or accept responsibilities in these professional organizations, provided that such responsibilities do not interfere with the performance of her duties as Superintendent. The District shall pay to the Superintendent a monthly allowance of ONE THOUSAND AND NO/100 DOLLARS ($1,000.00) to be used for Civic activities. This benefit shall be effective October 21, 2025.

3.7 **Texas Teacher Retirement System (TRS**). The District shall supplement the Superintendent's annual salary, for performance of the Superintendent duties, by an amount equal to the Superintendent's portion of the monthly member contribution to TRS for the term of this Contract, including any extensions. This salary supplement shall include both the retirement and TRS-Care parts of the TRS member contribution, as applicable. This

additional salary supplement shall be paid to the Superintendent by regular monthly payroll installments and shall be reported as creditable compensation to TRS. This benefit shall be effective October 21, 2025.

3.8 Medical Examination. The Superintendent shall have a comprehensive medical examination not less than once every year. A statement certifying the physical competency of the Superintendent of Schools shall be filed with the Secretary of the Board of Trustees and treated as confidential by the Board, the cost of said medical report to be borne by the District.

3.9 Business/Technology/Telecommunications. In addition to the base compensation reflected in Section 3.1, the Superintendent shall receive a TWO HUNDRED AND NO/100 DOLLAR ($200.00) allowance per month during the Superintendent's employment with the District to cover the reasonable and necessary costs of telecommunication access such as mobile phone service and internet access. The Superintendent shall maintain a personal account for mobile telephone service and home internet access ("Personal Accounts") and shall not open any home account in the name of the District. The Superintendent shall have total responsibility for payment of her Personal Accounts, and the District shall have no obligation or responsibility for payment of the Superintendent's Personal Accounts other than the monthly payment to the Superintendent of the telecommunications allowance stated herein. This benefit shall be effective beginning November 18, 2024.

3.10 **Professional Membership Fees.** The District will pay the membership fees of the Superintendent for the following professional organizations: the Texas Association of School Administrators, the American Association of School Administrators and the Association for Supervision and Curriculum Development. The District may pay the membership fees of other professional organizations with the approval of the Board.

IV. Annual Performance Goals

4.1 Development of Goals. The Superintendent shall submit to the Board each year, for the Board's consideration and adoption, a preliminary list of goals for the WISD. The goals approved by the Board shall at all times be reduced to writing and shall be among the criteria on which the Superintendent's performance is reviewed and evaluated.

V. Review of Performance

5.1 Time and Basis of Evaluation. The Board shall evaluate and assess in writing the performance of the Superintendent as outlined in the Superintendent's job description. The Board, at its discretion, may evaluate and assess the performance of the Superintendent as many times during the year as it deems appropriate.

5.2 Confidentiality. The evaluation of the Superintendent shall at all times be conducted in executive session and shall be considered confidential to the extent permitted by law.

Nothing herein shall prohibit the Board or the Superintendent from sharing the content of the Superintendent's evaluation with their respective legal counsel.

5.3 Evaluation format and procedure. The evaluation format and procedure shall be in accordance with the Board's policies, and state and federal law.

5.4 Relationship with the Board. The Board of Trustees shall devote a portion or all of one meeting, at least annually, to a discussion of the working relationship between the Superintendent and the Board.

5.5 Outside Employment. Any outside employment of the Superintendent requires Board approval in advance of accepting such employment. In accordance with Texas Education Code § 11.201,the Superintendent may serve as a consultant to other school districts or educational agencies, individuals, or entities other than school districts or educational agencies with prior Board approval. The Superintendent may, at her discretion, lecture, engage in writing activities and speaking engagements, and engage in other activities which are of short-term duration.

VI. Renewal or Nonrenewal of Employment Contract

6.1 Renewal/Nonrenewal. Renewal or nonrenewal shall be in accordance with Board policy and applicable law. It is expressly agreed by the parties that "loss of confidence in the Superintendent by the Board" shall be a valid ground for nonrenewal of the contract pursuant to the Term Contract Renewal Act (Texas Education Code Sec. 21.201 *et. seq.*), which reason is made a part of the Board's policies on nonrenewal by reference "Loss of Confidence in the Superintendent by the Board" shall be defined as being a vote of no confidence passed by a majority of the Board plus one (1) member.

VII. Termination of Employment

7.1 Mutual Agreement. This Contract shall be terminated by the mutual agreement of the Superintendent and the Board in writing, upon such terms and conditions as may be mutually agreed upon.

7.2 Retirement or Death. This Contract shall be terminated upon the retirement or death of the Superintendent.

7.3 Dismissal for Good Cause. The Board may dismiss the Superintendent during the term of the Contract for good cause. The term "good cause" shall include, but it is not limited to, the following (which are included here as examples only):

(a) Failure to fulfill duties or responsibilities as set forth under the terms and conditions of this Contract;

(b) Incomplete or inefficiency in the performance of required or assigned duties as documented by evaluations, supplemental memoranda, or other written

communication (The terms and conditions of this paragraph shall not justify good cause unless the Board has provided the Superintendent a reasonable opportunity to remediate any incompetence or inefficiency which is remediable);

(c) Insubordination or failure to comply with lawful written Board directives;

(d) Failure to comply with the Board's policies or the WISD's administrative regulations;

(e) Neglect of duties;

(f) Drunkenness or excessive use of alcoholic beverages;

(g) Illegal use of drugs, hallucinogens, or other substances regulated by the Texas Control Substances Act;

(h) Conviction of a felony or crime involving moral turpitude;

(i) Failure to meet the WISD's standards of professional conduct;

(j) Failure to comply with reasonable WISD professional development requirements regarding advanced course work or professional development;

(k) Disability, not otherwise protected by law, that impairs performance of the duties of the Superintendent;

(l) Immorality, which is conduct the Board determines, is not in conformity with the accepted moral standards of the community encompassed by the WISD. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude or indicative or corruption, indecency, or depravity;

(m) Failure to put forth a reasonable effort to achieve a good rapport with parents, the community, staff, or the Board; however, failure to accomplish good rapport under the terms and conditions of this paragraph shall be deemed not to be good cause when said good rapport with the staff or community is not achieved due to no fault of the Superintendent (but failure to maintain good rapport with the Board, for any reason, in the sole and final determination of the Board may determine that the Superintendent has failed to maintain "good rapport with the Board" for the purposes of this paragraph);

(n) Assault on an employee or student;

(o) Knowingly falsifying records or documents related to the WISD's activities;

(p) Conscious misrepresentation of facts to the Board or other WISD officials in the conduct of the WISD's business;

(q) Failure to fulfill the requirements of a deficiency plan under an Emergency Permit;

(r) Any other reason constituting "good cause" under Texas Law.

7.4 Termination Procedure.

(a) In the event that the Board terminates this Contract for "good cause," the Superintendent shall be afforded all the rights as set forth in Board Policies, and State and Federal Law.

(b) In the event that the Board determines that the Superintendent has failed to maintain "good rapport with the Board," which reason is "good cause" for termination of this contract under subparagraph "M," of paragraph 7.3, the Superintendent hereby waives her constitutional right to notice and a hearing, and to all other requirements of due process of law. If the Board invokes this subparagraph "(b)" of this paragraph 7.4 and votes to terminate this contract on the above grounds, as severance pay, all of the aggregate salary she would have earned under the employment contract from the actual date of termination, as determined by the Board, to the termination date set forth in this employment contract, but in no event to exceed one hundred thousand dollars ($100,000.00).

VIII. Miscellaneous

8.1 Controlling Law. This Contract shall be governed by the laws of the State of Texas, and shall be performed in Collin County, Texas, unless otherwise provided by law.

8.2 Complete Agreement. This Contract embodies the entire agreement between the parties hereto and cannot be varied except by written agreement of the undersigned parties, and approved by the Board at a lawfully noticed meeting, except as expressly provided herein.

8.3 Conflicts. In the event of any conflict between the terms, conditions, and provisions, of this Employment Contract and the provisions of the Board's policies or any permissive state or federal law, then unless otherwise prohibited by law, the terms of this Contract shall take precedence over the contrary provisions of the Board's policies or any such permissive law during the term of the contract.

8.4 Savings Clause. In the event any one or more of the provisions contained in this Contract shall, for any reason, be held to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable, provision had never been obtained herein. All existing agreements and contracts, both verbal and written, between the parties hereto regarding the employment of the Superintendent have been superseded

by this Contract, and this Contract constitutes the entire agreement between the parties unless amended pursuant to the terms of this Contract.

8.5 Participation in Board of Trustee Elections. The parties acknowledge and accept that a successful Board/Superintendent relationship is founded on trust and the Superintendent shall not become involved in Trustee elections financially or in any manner other than ensuring for the proper conduct of the election as stipulated in an election order.

SIGNED AND SEALED at the City of Wylie, County of Collin, and State of Texas, this 21st day of October 2025, pursuant to action of the Board of Trustees.

WYLIE INDEPENDENT SCHOOL DISTRICT

By: _____
Jacob Day, Ph.D.
President, Board of Trustees

ATTEST:

_____
Kylie Reising
Secretary, Board of Trustees

_____
Kimberly Spicer, Ed.D.
Superintendent of Schools

User: John Roderick
User Role: District
Assigned District: 043914

RATING YEAR 2025-2026 DISTRICT NUMBER district # Appeal Summary Select An Option Help Home Log Out

Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON SCHOOL YEAR 2024-2025 DATA - DISTRICT STATUS DETAIL

Name: WYLIE ISD(043914)

Status: Passed

Rating: A = Superior Achievement

District Score: 98

Publication Level 1: 8/6/2026 3:21:50 PM

Publication Level 2: 8/7/2026 3:50:39 PM

Last Updated: 8/7/2026 3:50:39 PM

Passing Score: 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA on or before February 27, 2026?	6/4/2026 6:18:40 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	6/4/2026 6:18:40 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	6/4/2026 6:18:40 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	6/4/2026 6:18:40 PM	Yes Ceiling Passed
			1 Multiplier

			Sum
5	Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest and premiums for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/4/2026 6:18:40 PM	Ceiling Passed
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/4/2026 6:18:40 PM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	6/4/2026 6:18:40 PM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	6/4/2026 6:18:40 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	6/4/2026 6:18:40 PM	10
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	6/4/2026 6:18:40 PM	10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)	6/4/2026 6:18:40 PM	10
12	What is the correlation between future debt requirements and the district's assessed property value?	6/4/2026 6:18:40 PM	8
13	This indicator is not being evaluated.		10
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	6/4/2026 6:18:40 PM	10
15	Was the school district's actual average daily attendance (ADA) within the allotted range of the district's biennial ADA projection submitted to TEA by the school district? If the school district did not submit ADA projections to TEA, it must certify TEA's projections to pass this indicator. See ranges below in the Determination of Points section.	6/4/2026 6:18:40 PM	5

16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/4/2026 6:18:40 PM	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	6/4/2026 6:18:40 PM	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	6/4/2026 6:18:40 PM	10
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	6/4/2026 6:18:40 PM	5
20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	6/4/2026 6:18:40 PM	Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?	6/4/2026 6:18:40 PM	Ceiling Passed
			98 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			98 Score

DETERMINATION OF RATING

A. Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.

B. Determine the rating by the applicable number of points.

A = Superior Achievement	90-100
B = Above Standard Achievement	80-89

C = Meets Standard Achievement	70-79
F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	**Maximum Points**	**Maximum Rating**
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 5 (Total Net Position) - Negative total net position and do not have 7% or more or 1,000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is *No*.	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) - Response to indicator is *Yes*.	70	C = Meets Standard Achievement

DISCLOSURES

Reporting requirements for the financial management report for School FIRST public hearing are found in **Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109-1001(q).** This rule describes requirements for the six (6) disclosures explained below that are to be presented as appendices in the School FIRST financial management report.

1. Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's website. **If published on the district's website**, the contract is to remain accessible for twelve months.

DISCLOSURES

2. Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2025

		Board Members							
Description of Reimbursements	Superintendent Dr. David Vinson	Stacie Smith	Matt Atkins	Suzi Kennon	Kylie Reising	Jacob Day	Bill Howard	Virdie Montgomery	Mike Williams
Meals	$ 2,096.18	$ 254.84	$ 70.32	$ 321.65	$ 316.82	$ 237.67	$ 193.42	$ 368.38	$ 260.84
Lodging	5,357.01	587.64	587.64	293.25	587.64	587.64	587.64	880.89	612.64
Transportation	7,000.75	-	-	632.72	-	580.97	328.08	708.04	649.08
Motor Fuel	-	-	-	-	-	-	-	-	-
Other	5,083.75	55.00	25.00	30.00	55.00	565.00	535.00	485.00	1,020.00
Total	$ 19,537.69	$ 897.48	$ 682.96	$ 1,277.62	$ 959.46	$ 1,971.28	$ 1,644.14	$ 2,442.31	$ 2,542.56

Note – The spirit of the rule is to capture all “reimbursements” for fiscal year 2024, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:
Meals – Meals consumed off of the school district’s premises, and in-district meals at area restaurants (excludes catered meals for board meetings).
Lodging - Hotel charges.
Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.
Motor fuel – Gasoline.
Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services in Fiscal Year 2025

For the Twelve-Month Period Ended June 30, 2025	
Name(s) of Entity(ies)	
None	$ 0.00
Total	$

Note – Compensation does not include business revenues from the superintendent's livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.

DISCLOSURES

4. Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any) in Fiscal Year 2025

Superintendent Dr. David Vinson	Stacie Smith	Matt Atkins	Suzi Kennon	Kylie Reising	Jacob Day	Bill Howard	Virdie Montgomery	Mike Williams
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. Gifts received by first degree relatives, if any, will be reported under the applicable school official.

DISCLOSURES

5. Business Transactions Between School District and Board Members for Fiscal Year 2025

Stacie Smith	Matt Atkins	Suzi Kennon	Kylie Reising	Jacob Day	Bill Howard	Virdie Montgomery	Mike Williams
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Note - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.

6. **Any other information the board of trustees of the school district determines to be useful.**

INFORMATION REPORT

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Finance

SUBJECT: Budget Update

BACKGROUND INFORMATION: The presentation will discuss the fiscal 2025-26 results and the progress of the current 2026-27 budget. The district will discuss AZDI 2.0 for how the district will work towards a balanced budget.

CONTACT: Scott Roderick, Assistant Superintendent for Finance & Operations

Taxpayer Impact Statement

(Pursuant to Texas Government Code 551.43(c)(2))

Fiscal Year (Tax Year)	Median-Valued Homestead	Tax Rate per $100 of Value	Estimated Property Tax Bill
FY 2025-26 (Tax Year 2025)	$ 298,204.00	$ 1.1752	$ 3,504.49
FY 2026-27 (Tax Year 2026)	$ 311,485.00 *	$ 1.1752 **	$ 3,660.57

Notes:

*Median-Valued Homestead is the taxable amount with homestead exemption applied.

**Tax rate includes both the maintenance and operations and debt service tax rates.

INFORMATION REPORT

DATE: October 6, 2026

DEPARTMENT/DIVISION: Student Services

SUBJECT: District Vulnerability Assessment Update

BACKGROUND INFORMATION:
The District Vulnerability Assessment (DVA) is conducted for every school district once every four years per TEC 37.1083. These evaluations check facility access controls, emergency procedures, and safety compliance using the Sentinel digital platform. DVA's are conducted by the TEA's Office of School Safety and Security.

CONTACT: Scott Winn, Assistant Superintendent for Student Services

CONSENT ITEM

DATE: October 19, 2026

DEPARTMENT/DIVISION: Superintendent Office

SUBJECT: Board Minutes

BACKGROUND INFORMATION: Attached for review are the minutes from the Regular Meeting on September 21, 2026.

ADMINISTRATIVE RECOMMENDATION:
We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Dr. Kim Spicer, Superintendent

WYLIE INDEPENDENT SCHOOL DISTRICT WYLIE, TEXAS
Monday, September 21, 2026, BOARD MEETING | REGULAR SESSION

The Wylie Independent School District Board of Trustees met in regular session on Monday, September 21, 2026, at the Wylie ISD Educational Service Center, 951 S. Ballard Ave. Wylie, Texas 75098.

CALL TO ORDER

Board President, Bill Howard called the meeting to order at 6:00 p.m.

Board members present:	Suzi Kennon, Virdie Montgomery, Kylie Reising, Stacie Smith & Mike Williams
Board members absent:	Jacob Day
School Officials Present:	Superintendent Dr. Kim Spicer, Assistant Superintendents Scott Winn, Scott Roderick, Dr. Jessica Branch, and Amanda Lannan, Chief of Staff Amanda Martin, Chief Communications Officer April Cunningham
District Attorney:	-
Visitors:	Approximately 82

EXECUTIVE SESSION

At 6:00 p.m. the board was called into Executive Session.

1. Personnel – Texas Government Code Section 551.074 to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, or to hear a complaint or charge against an officer or employee.

2. Real Estate – Texas Government Code Section 551.072 to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.

3. Consultation with Legal Counsel – Texas Government Code Section 551.071, to consult with the district's attorney, in person or by phone, on a matter in which the duty of the attorney to the district, under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code.

DRAFT

OPEN SESSION

At 6:30 p.m., the meeting moved into open session.

1. Pledge of Allegiance

2. Invocation

RECOGNITIONS

1. Wylie Way Award - Larry & Michelle Boles

2. National Merit Scholarship Corporation - Semifinalists - Wylie High School

PUBLIC FORUM

Name	Address	Telephone	Topic
Marcos Lopez	Wylie, TX		RTC & TP
Robert Brewer	Tyler, TX		1st Law & Art IV S4
Cassandra Parish	Wylie, TX		Gratitude

INFORMATION REPORTS AND PUBLIC MEETINGS (NO ACTION REQUIRED)

Leslie Dodson, Executive Director of Secondary Curriculum & CTE presented a CTE update and SHAC (School Health Advisory Council) Annual Report.

Amanda Lannan, Assistant Superintendent of Curriculum & Instruction, presented the proposed calendar for 2027-2028 school year

ACTION ITEMS

1. Consent Agenda
   a. Minutes
   b. Approval of Financial Reports
      1. Financial Reports
      2. Investment Reports
      3. Student Nutrition Report

   c. Budget Amendment for the 2026-2027 School Year

d. Consider Approving RFP 2027-J07-100 – Fine Arts Contracted Services

e. Consider Approving RFP 2027-J07-101 – Instructional Supplies, Services, Subscriptions and Software

f. Consider Approving RFP 2027-J07-102 – Local Retail and Grocery

g. Consider Approving RFP 2027-J07-104 – General Building Maintenance Supplies, Service & Equipment

h. Request for Remote Homebound Instruction Waiver

i. Approval for 504 Homebound Instructional Waiver

j. Consider Approval of Library Purchase in Compliance with Senate Bill 13

k. Principal Appraisal System Approval

l. T-PESS Calendar & Appraiser Approval

m. Consider Approval for Maximum Classroom Size Waiver (2)

n. Update to DNB (LOCAL)

Board President Bill Howard recommended to approve consent agenda items "A-N" to be approved.

M/M by Stacie Smith and seconded by Mike Williams to approve Consent Agenda items "A-N" as presented by administration.

Motion carried unanimously, 6-0. All those in favor: Bill Howard, Kylie Reising, Virdi Montgomery & Suzi Kennon. All those opposed: None.

NEW AND UNFINISHED ACTION ITEMS

1. Personnel – Section 551.074 of the Texas Government Code
    a. Resignations
    b. Employment

M/M by Virdie Montgomery and seconded by Kylie Reising to approve teacher contracts as presented by administration.

Motion carried unanimously, 6-0. All those in favor: Bill Howard, Mike Williams, Stacie Smith, & Suzi Kennon. All those opposed: None.

ADJOURNMENT

At 7:18 p.m., the meeting was adjourned by mutual consent.

_____

Bill Howard, Board President

_____

Virdie Montgomery, Secretary

DRAFT

CONSENT ITEM

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Finance

SUBJECT: Financial Reports

BACKGROUND INFORMATION: Financial reports for the month ending September 31, 2026.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Scott Roderick, Assistant Superintendent for Finance & Operations

Wylie Independent School District

Interim Financial Reports

September 30, 2026

Wylie Independent School District

Interim Financial Reports

As of September 30, 2026

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Wylie Independent School District
Balance Sheet
All Governmental Funds
September 30, 2026

		General Fund	Food Service Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund
	Assets					
1110	Cash and cash equivalents	$ 3,462,212	$ 948,783	$ 2,113,103	$ 16,467	$ -
1120	Current investments	71,146,200	1,130,958	1,094,512	9,363,446	97,233,353
1225	Taxes receivable, net	825,596	-	-	449,368	-
1240	Due from other governments	1,003,623	-	784,280	49,155	-
1250	Accrued Interest	-	-	-	-	-
1260	Due from other funds	1,110,995	-	-	-	-
1290	Other receivables	-	-	2,830	-	-
1300	Inventories	102,960	-	-	-	-
1490	Other current assets	29,979	-	-	-	-
1000	**Total Assets**	$ 77,681,565	$ 2,079,741	$ 3,994,725	$ 9,878,436	$ 97,233,353
	Liabilities					
2110	Accounts payable	$ 15	$ -	$ -	$ -	$ -
2150	Payroll deducations & withholdings	2,345,799	25,092	28,168	-	-
2160	Accrued wages payable	-	-	-	-	-
2170	Due to other funds	1,110,995	-	-	-	-
2180	Due to other governments	-	-	36,019	410	-
2200	Accrued expenditures	-	-	-	-	-
2300	Unearned revenue	-	-	-	-	-
2400	Payable from restricted assets	-	-	-	-	-
2600	Deferred Inflows	825,596	-	-	449,368	-
2000	**Total Liabilities**	4,282,405	25,092	64,187	449,778	-
	Fund Balances					
3410	Investments in Inventory	$ 58,539	$ -	$ -	$ -	$ -
3430	Reserve for Prepaid Items	2,500,746	-	-	-	-
3450	Restricted for Federal/State Funds Grant Restrictions	-	2,054,649	9,558	-	-
3470	Reserve for Capital Acq/Contractual Obligations	-	-	-	-	97,233,353
3480	Restricted for Retirement of Long-Term Debt	-	-	-	9,428,658	-
3490	Other reserves of fund balance	201,974	-	3,170,722	-	-
3540	Designated Fund Balance - Campus Activity Fund	-	-	750,258	-	-
3570	Assigned Fund Balance - Construction Projects	10,000,000	-	-	-	-
3590	Other Designated Fund Balances	14,963,032	-	-	-	-
3600	Unassigned Fund Balance	45,674,869	-	-	-	-
3000	**Total Fund Balances**	73,399,160	2,054,649	3,930,538	9,428,658	97,233,353
4000	**Total Liabilities and Fund Balances**	$ 77,681,565	$ 2,079,741	$ 3,994,725	$ 9,878,436	$ 97,233,353

Wylie Independent School District
Budget and Actual
General Fund
September 1, 2026 through September 30, 2026

		Budget*	YTD Actual**	% of Budget
	Revenues			
5700	Local & intermediate sources	$ 81,103,168	$ 1,511,589	1.86%
5800	State sources	134,113,601	28,112,492	20.96%
5900	Federal sources	873,800	49,241	5.64%
	Total Revenues	**216,090,569**	**29,673,322**	13.73%
	Expenditures			
11	Instruction	142,306,224	15,692,308	11.03%
12	Instructional resources & media	1,632,875	205,864	12.61%
13	Staff development	5,512,997	1,012,690	18.37%
21	Instructional administration	2,089,206	521,824	24.98%
23	School administration	13,432,397	2,775,734	20.66%
31	Guidance and counseling	6,178,730	978,080	15.83%
32	Social Work Services	63,365	8,713	13.75%
33	Health services	2,564,769	279,142	10.88%
34	Student transportation	9,263,280	1,706,010	18.42%
35	Food Services	136,500	3,126	2.29%
36	Co-curricular activities	6,624,828	1,320,097	19.93%
41	General administration	8,645,413	2,203,703	25.49%
51	Plant maintenance & operations	22,365,779	6,462,155	28.89%
52	Security	2,680,617	286,157	10.68%
53	Technology	4,377,957	1,457,706	33.30%
61	Community service	1,000	-	0.00%
71	Debt service	4,751,122	2,530,895	53.27%
81	Facilities Acquisition and Construction	38,496	-	0.00%
95	JJAEP Programs	96,000	-	0.00%
99	Other Intergovernmental Charges	970,000	205,913	21.23%
	Total Expenditures	**233,731,555**	**37,650,117**	16.11%
Excess Revenues Over/(Under) Expenditures		(17,640,986)	(7,976,795)	
7XXX	Other Financing Sources	2,074,200	49,360	
8XXX	Other Financing Uses	-	-	
	Total Other Financing Sources/(Uses)	**2,074,200**	**49,360**	
Beginning Fund Balance - July 1, 2026		81,326,595	81,326,595	
Estimated Fund Balance - Ending		**$ 65,759,809**	**$ 73,399,160**	

Notes:

* The budget will be amended thoughout the year as needed.

** Year-To-Date Actuals includes all revenues and expenditures.

**** May be off < > $1 due to rounding.

WYLIE INDEPENDENT SCHOOL DISTRICT

Budget - Revenue Detail

General Fund

September 1, 2026 through September 30, 2026

		Original Budget	Approved Amended Budget	YTD Actual	% of Budget
REVENUES					
Local Resources					
5711	Taxes, Current Year Levy	$ 75,812,697	$ 75,812,697	$ (13,158)	-0.02%
5712	Taxes, Prior Years	300,000	300,000	(38,969)	-12.99%
5716	Penalties and Interest	210,000	210,000	42,570	20.27%
5719	Other Tax Revenue	20,000	20,000	4,309	21.55%
	Total Property Tax Revenue	76,342,697	76,342,697	(5,248)	-0.01%
Other Local Revenue					
5735	Student Transfer Tuition	30,000	30,000	-	0.00%
5736	Summer Camp Tuition	50,000	50,000	-	0.00%
5737	Summer School Tuition	-	-	(78)	0.00%
5742	Earnings from Investments	2,810,000	2,810,000	631,928	22.49%
5743	Rent	550,000	550,000	117,800	21.42%
5744	Donations	171,771	171,771	10,000	5.82%
5745	Insurance Recovery	-	350,000	70,092	20.03%
5749	Other Revenue from Local Sources	380,000	380,000	506,987	133.42%
5752	Athletic Activity	418,700	418,700	180,108	43.02%
	Total Other Local Resources	4,410,471	4,760,471	1,516,837	31.86%
Total Local Resources		80,753,168	81,103,168	1,511,589	1.86%
State Sources					
5811	Per Capita Apportionment	11,031,859	11,031,859	1,076,832	9.76%
5812	Foundation School Program (FSP)	111,181,592	111,181,592	24,328,659	21.88%
5819	Other FSP Revenues	-	-	-	0.00%
5829	State Revenue	-	-	-	0.00%
5831	TRS on Behalf	11,900,150	11,900,150	2,707,001	22.75%
5842	Supplemental State Visually Impaired	-	-	-	0.00%
5849	SSA State Revenues	-	-	-	0.00%
Total State Revenue		134,113,601	134,113,601	28,112,492	20.96%
Federal Resources					
5919	Indirect Costs from Federal Funds (SSA)	-	-	-	0.00%
5929	Indirect Costs from Federal Funds (TEA)	125,000	125,000	6,736	5.39%
5931	School Health Services (SHARS)	500,000	500,000	9,890	1.98%
5932	Medicaid Adm Claiming Program (MAC)	25,000	25,000	-	0.00%
5939	State Comp/Flood Area	3,800	3,800	-	0.00%
5941	Impact Aid	100,000	100,000	-	0.00%
5946	Federal Revenue from Federal Agencies	120,000	120,000	32,615	27.18%
Total Federal Revenue		873,800	873,800	49,241	5.64%
	TOTAL REVENUES	**$ 215,740,569**	**$ 216,090,569**	**$ 29,673,322**	**13.73%**

WYLIE INDEPENDENT SCHOOL DISTRICT

Expenditure Detail by Object

General Fund

September 1, 2026 through September 30, 2026

		Original Budget	Amended Budget	YTD Actual	% of Budget
EXPENSES					
6100s					
6100-6199	Payroll	$ 191,360,304	$ 191,325,004	$ 25,025,686	13.08%
6200s					
6200-6299	Professional & Contracted Services	16,769,920	17,461,317	4,086,076	23.40%
6300s					
6300-6399	Supplies & Materials	12,962,109	13,200,164	3,595,550	27.24%
6400s					
6400-6499	Other Operating Costs	6,033,946	6,091,145	2,411,910	39.60%
6500s					
6500-6599	Debt Services	4,751,122	4,751,122	2,530,895	53.27%
6600s					
6600-6699	Capital Outlay	900,400	902,803	-	0.00%
	TOTAL EXPENSES	**$ 232,777,801**	**$ 233,731,555**	**$ 37,650,117**	**16.11%**

Wylie Independent School District
Budget and Actual
Food Service Fund
September 1, 2026 through September 30, 2026

		Budget*	YTD Actual**	% of Budget
	Revenues			
5700	Local & intermediate sources	$ 6,460,494	$ 1,080,979	16.73%
5800	State sources	250,000	30,751	12.30%
5900	Federal sources	4,822,702	7,634	0.16%
	Total Revenues	**11,533,196**	**1,119,364**	9.71%
	Expenditures			
35	Food Services	12,379,630	2,411,733	19.48%
51	Plant Maintenance and Operations	28,240	1,907	6.75%
71	Debt Service (copiers)	-	-	0.00%
81	Facilities Acquisition and Construction	-	-	0.00%
	Total Expenditures	**12,407,870**	**2,413,640**	19.45%
Excess Revenues Over/(Under) Expenditures		(874,674)	(1,294,276)	
7XXX	Other Financing Sources	-	-	
8XXX	Other Financing Uses	-	-	
	Total Other Financing Sources/(Uses)	**-**	**-**	
Actual Fund Balance - July 1, 2026		3,348,925	3,348,925	
Estimated Fund Balance - Ending		**$ 2,474,251**	**$ 2,054,649**	

Notes:

* The budget will be amended thoughout the year as needed.

** Year-To-Date Actuals includes all revenues and expenditures.

*** May be off < > $1 due to rounding.

WYLIE INDEPENDENT SCHOOL DISTRICT

Budget - Revenue Detail

Food Service Fund

September 1, 2026 through September 30, 2026

		Original Budget	Approved Amended Budget	YTD Actual	% of Budget
REVENUES					
Other Local Revenue					
5742	Earnings from Investments	$ 100,000	$ 100,000	$ 28,883	28.88%
5745	Insurance Recovery	-	-	-	0.00%
5749	Other Revenue from Local Sources	10,000	10,000	940	9.40%
5751	Food Service Activity	6,350,494	6,350,494	1,051,156	16.55%
Total Local Resources		6,460,494	6,460,494	1,080,979	16.73%
State Sources					
5829	State Revenue	50,000	50,000	-	0.00%
5831	TRS on Behalf	200,000	200,000	30,751	15.38%
Total State Revenue		250,000	250,000	30,751	12.30%
Federal Resources					
5919	Federal Revenue	-	-	-	0.00%
5921	NSLP-School Breakfast	700,000	700,000	2,158	0.31%
5922	NSLP - School Lunch	3,377,170	3,377,170	5,476	0.16%
5923	USDA Donated Commodities	745,532	745,532	-	0.00%
5939	Fed Rev Distributed by TX Govt Agency	-	-	-	0.00%
Total Federal Revenue		4,822,702	4,822,702	7,634	0.16%
TOTAL REVENUES		**$ 11,533,196**	**$ 11,533,196**	**$ 1,119,364**	**9.71%**

WYLIE INDEPENDENT SCHOOL DISTRICT

Expenditure Detail by Object

Food Service Fund

September 1, 2026 through September 30, 2026

		Original Budget	Amended Budget	YTD Actual	% of Budget
EXPENSES					
6100s					
6100-6199	Payroll	$ 5,049,670	$ 5,049,670	$ 555,952	11.01%
6200s					
6200-6299	Professional & Contracted Services	158,240	158,240	24,995	15.80%
6300s					
6300-6399	Supplies & Materials	6,120,286	6,120,286	954,308	15.59%
6400s					
6400-6499	Other Operating Costs	80,000	80,000	4,071	5.09%
6500s					
6500-6599	Debt Services	-	-	-	0.00%
6600s					
6600-6699	Capital Outlay	125,000	999,674	874,314	87.46%
	TOTAL EXPENSES	**$ 11,533,196**	**$ 12,407,870**	**$ 2,413,640**	**19.45%**

Wylie Independent School District
Budget and Actual
Special Revenue Fund
September 1, 2026 through September 30, 2026

		Budget*	YTD Actual**	% of Budget
	Revenues			
5700	Local & intermediate sources	$ 1,325,174	$ 1,309,301	98.80%
5800	State sources	1,336,605	1,084,887	81.17%
5900	Federal sources	6,369,620	45,854	0.72%
	Total Revenues	**9,031,399**	**2,440,042**	27.02%
	Expenditures			
11	Instruction	6,180,513	1,356,639	21.95%
12	Instructional resources & media	118,829	7,846	6.60%
13	Staff development	1,102,765	214,463	19.45%
21	Instructional administration	1,436	706	49.16%
23	School administration	158,868	9,669	6.09%
31	Guidance and counseling	2,066,299	210,235	10.17%
32	Social work services	5,180	180	3.47%
33	Health services	400	-	0.00%
34	Student transportation	2,265	-	0.00%
35	Food Service	2,934	-	0.00%
36	Co-curricular activities	478,643	54,242	11.33%
41	General administration	137,629	24,942	18.12%
51	Plant maintenance & operations	20,867	3,822	18.32%
52	Security	97,349	42,984	44.15%
53	Technology	-	-	0.00%
61	Community service	40,194	4,998	12.43%
71	Debt service	-	-	0.00%
81	Facilities acquisition and construction	35,957	35,957	100.00%
93	Payments to SSA member districts	-	-	0.00%
	Total Expenditures	**10,450,128**	**1,966,683**	18.82%
Excess Revenues Over/(Under) Expenditures		(1,418,729)	473,359	
7XXX	Other Financing Sources	-	-	
8XXX	Other Financing Uses	-	-	
	Total Other Financing Sources/(Uses)	**-**	**-**	
Actual Fund Balance - July 1, 2026		3,457,179	3,457,179	
Estimated Fund Balance - Ending		**$ 2,038,450**	**$ 3,930,538**	

Notes:

* The budget will be amended thoughout the year as needed.

** Year-To-Date Actuals includes all revenues and expenditures.

*** May be off < > $1 due to rounding.

Wylie Independent School District
Budget and Actual
Debt Service Fund
September 1, 2026 through September 30, 2026

		Budget*	YTD Actual**	% of Budget
	Revenues			
5700	Local & intermediate sources	$ 42,377,167	$ 259,627	0.61%
5800	State sources	7,085,219	-	0.00%
	Total Revenues	**49,462,386**	**259,627**	0.52%
	Expenditures			
71	Debt service	49,719,313	32,289,662	64.94%
	Total Expenditures	**49,719,313**	**32,289,662**	64.94%
Excess Revenues Over/(Under) Expenditures		(256,927)	(32,030,035)	
7XXX	Other Financing Sources	26,890,207	26,885,907	
8XXX	Other Financing Uses	34,636,870	34,636,869	
	Total Other Financing Sources/(Uses)	**(7,746,663)**	**(7,750,962)**	
Actual Fund Balance - July 1, 2026		49,209,655	49,209,655	
Estimated Fund Balance - Ending		**$ 41,206,065**	**$ 9,428,658**	

Notes:

* The budget will be amended thoughout the year as needed.

** Year-To-Date Actuals includes all revenues and expenditures.

*** May be off < > $1 due to rounding.

WYLIE INDEPENDENT SCHOOL DISTRICT

Budget - Revenue Detail

Debt Service Fund

September 1, 2026 through September 30, 2026

		Original Budget	Approved Amended Budget	YTD Actual	% of Budget
REVENUES					
Local Resources					
5711	Taxes, Current Year Levy	$ 42,107,167	$ 42,107,167	$ (7,317)	-0.02%
5712	Taxes, Prior Years	120,000	120,000	(21,181)	-17.65%
5716	Penalties and Interest	75,000	75,000	24,065	32.09%
5719	Other Tax Revenue	-	-	-	0.00%
	Total Property Tax Revenue	42,302,167	42,302,167	(4,433)	-0.01%
Other Local Revenue					
5742	Earnings from Investments	75,000	75,000	264,060	352.08%
5749	Other Revenue from Local Sources	-	-	-	0.00%
	Total Other Local Resources	75,000	75,000	264,060	352.08%
Total Local Resources		42,377,167	42,377,167	259,627	0.61%
State Sources					
5829	State Revenue	7,085,219	7,085,219	-	0.00%
Total State Revenue		7,085,219	7,085,219	-	0.00%
TOTAL REVENUES		**$ 49,462,386**	**$ 49,462,386**	**$ 259,627**	**0.52%**

WYLIE INDEPENDENT SCHOOL DISTRICT

Expenditure Detail by Object

Debt Service Fund

September 1, 2026 through September 30, 2026

		Original Budget	Amended Budget	YTD Actual	% of Budget
EXPENSES					
6500s					
6500-6599	Debt Services	49,719,313	49,719,313	32,289,662	64.94%
	TOTAL EXPENSES	**$ 49,719,313**	**$ 49,719,313**	**$ 32,289,662**	**64.94%**

Wylie Independent School District
Budget and Actual
Capital Projects Fund
September 1, 2026 through September 30, 2026

		Budget*	YTD Actual**	% of Budget
	Revenues			
5700	Local & intermediate sources	2,000,000	1,038,261	51.91%
	Total Revenues	**2,000,000**	**1,038,261**	
	Expenditures			
11	Instructional	2,965,724	1,194,643	40.28%
12	Instructional Resources & Media	162,198	162,077	99.93%
23	School administration	74,028	68,302	92.27%
31	Guidance and counseling	8,968	4,287	47.80%
33	Health Services	12,576	10,527	83.71%
34	Capital Outlay	-	-	0.00%
35	Food Services	73,454	-	0.00%
36	Co-curricular Activities	295,220	136,893	46.37%
41	General administration	-	-	0.00%
51	Plant Maintenance & Operations	5,307	-	0.00%
52	Security & Monitoring	500,354	35,001	7.00%
53	Technology	2,839,108	-	0.00%
71	Debt Service	-	-	0.00%
81	Capital outlay	86,623,073	3,741,676	4.32%
	Total Expenditures	**93,560,010**	**5,353,406**	
	Excess Revenues Over/(Under) Expenditures	(91,560,010)	(4,315,145)	
7XXX	Other Financing Sources	-	-	
8XXX	Other Financing Uses	-	-	
	Total Other Financing Sources/(Uses)	**-**	**-**	
	Actual Fund Balance - July 1, 2026	101,548,498	101,548,498	
	Estimated Fund Balance - Ending	**$ 9,988,488**	**$ 97,233,353**	

Notes:

* The budget will be amended thoughout the year as needed.

** Year-To-Date Actuals includes all revenues and expenditures.

*** May be off < > $1 due to rounding.

CONSENT ITEM

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Finance

SUBJECT: Investment Reports

BACKGROUND INFORMATION: The investment reports present a summary of investment transactions for the district for the month ending August 31, 2026.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Scott Roderick, Assistant Superintendent for Finance & Operations

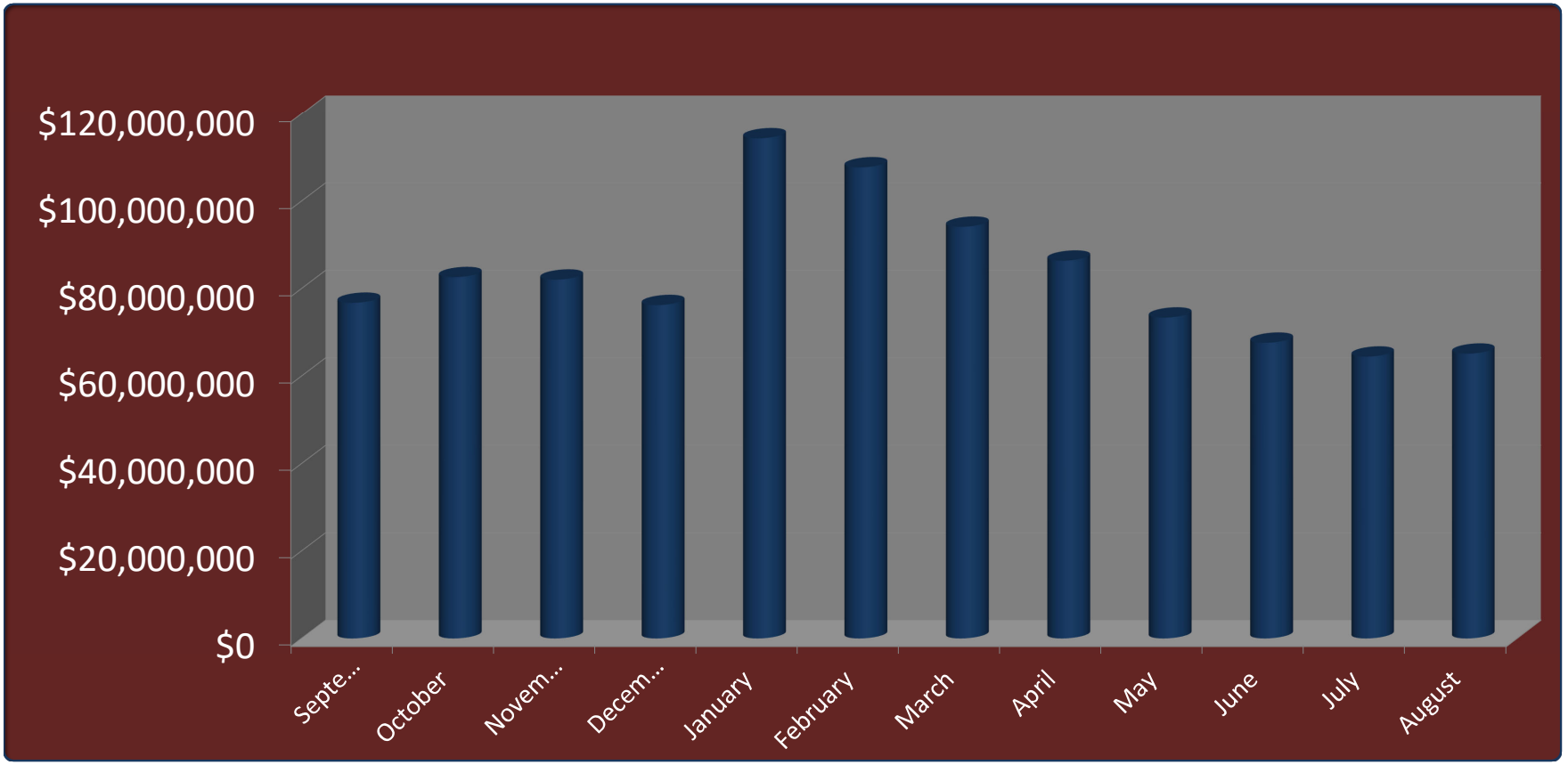
Wylie Independent School District

Monthly Investment Report

8/31/26

Wylie Independent School District
Market Value of Operating Fund Investments
For the Twelve Months Ending August 31, 2026

	September	October	November	December	January	February	March	April	May	June	July	August
Total	$76,763,474.99	$82,624,519.73	$82,059,088.27	$76,237,689.36	$114,359,052.85	$107,718,215.64	$94,135,121.86	$86,387,566.75	$73,380,141.47	$67,629,595.38	$64,462,105.35	$65,136,194.06
Inwood	$11,248,771.72	$8,225,844.93	$2,614,395.46	$2,325,659.17	$2,664,186.14	$2,039,135.04	$1,843,747.72	$3,270,064.80	$2,336,183.69	$1,027,484.77	$737,103.87	$3,231,276.99
Lone Star/Landing Rock/ Cache Valley Bank/TexPool	$65,514,703.27	$74,398,674.80	$79,444,692.81	$73,912,030.19	$111,694,866.71	$105,679,080.60	$92,291,374.14	$83,117,501.95	$71,043,957.78	$66,602,110.61	$63,725,001.48	$61,904,917.07



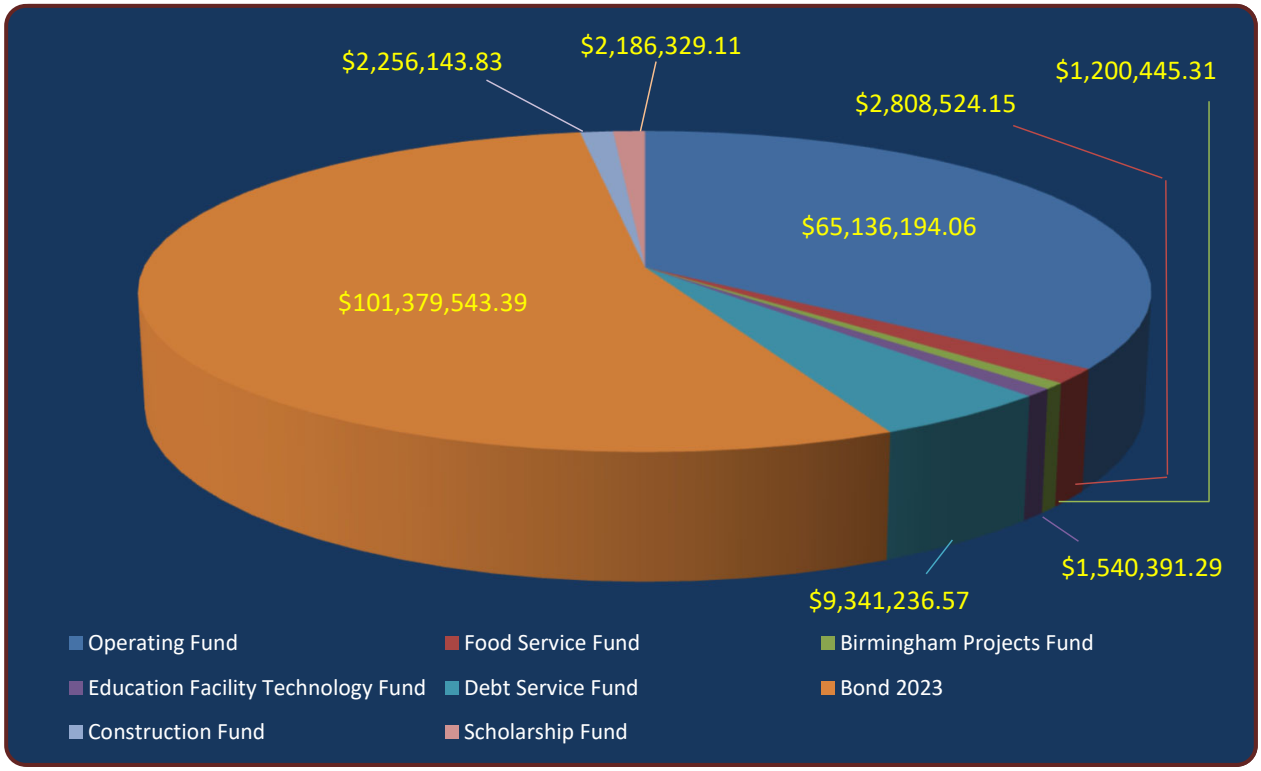
Wylie Independent School District

Market Value of Investments

As of August 31, 2026

Operating Fund	$	65,136,194.06
Food Service Fund	$	2,808,524.15
Birmingham Projects Fund	$	1,200,445.31
Education Facility Technology Fund	$	1,540,391.29
Debt Service Fund	$	9,341,236.57
Bond 2023	$	101,379,543.39
Construction Fund	$	2,256,143.83
Scholarship Fund	$	2,186,329.11
TOTAL	$	185,848,807.71

TOTAL PORTFOLIO



Wylie Independent School District

Current Period Change in Market Value

August 1, 2026 through August 31, 2026

Fund	Investment Description	Beginning Value	Ending Value	Change
199	**Operating Fund**			
	Inwood National Bank	737,103.87	3,231,276.99	2,494,173.12
	Lone Star Investment Fund	44,042,071.98	42,165,166.48	(1,876,905.50)
	Landing Rock Cash Mgt (form. USA Mutual)	14,521,111.78	14,564,277.28	43,165.50
	Cache Valley Bank (Arbiter Pay)	14,290.59	11,200.59	(3,090.00)
	TexPool	5,147,527.13	5,164,272.72	16,745.59
	Sub Total	**64,462,105.35**	**65,136,194.06**	**674,088.71**
240	**Food Service Fund**			
	Inwood National Bank	1,081,812.73	1,182,371.30	100,558.57
	Lone Star Investment Fund	2,619,960.81	1,626,152.85	(993,807.96)
	Sub Total	**3,701,773.54**	**2,808,524.15**	**(893,249.39)**
4XX	**Birmingham Projects Fund**			
	Inwood National Bank	107,626.63	130,503.12	22,876.49
	LOGIC Escrow 1940 Trust	728,513.78	730,872.91	2,359.13
	LOGIC Escrow 1950 Trust	336,520.60	337,610.34	1,089.74
	LOGIC Prime	1,454.27	1,458.94	4.67
	Sub Total	**1,174,115.28**	**1,200,445.31**	**26,330.03**
494	**Education Facility Technology Fund**			
	Inwood National Bank	906,074.12	911,218.94	5,144.82
	Lone Star Investment Fund	627,114.89	629,172.35	2,057.46
	Sub Total	**1,533,189.01**	**1,540,391.29**	**7,202.28**
511	**Debt Service Fund**			
	Inwood National Bank	18,319.72	16,821.45	(1,498.27)
	Lone Star Investment Fund	47,299,043.49	7,258,717.95	(40,040,325.54)
	TexPool	2,059,010.91	2,065,697.17	6,686.26
	Sub Total	**49,376,374.12**	**9,341,236.57**	**(40,035,137.55)**
630	**Bond 2023**			
	Inwood National Bank	606,821.90	509,743.02	(97,078.88)
	Lone Star Investment Fund	3,107,244.00	311,423.72	(2,795,820.28)
	TexPool	101,728,978.71	100,558,376.65	(1,170,602.06)
	Sub Total	**105,443,044.61**	**101,379,543.39**	**(4,063,501.22)**
682	**Construction Fund**			
	Inwood National Bank	21,001.32	183,415.77	162,414.45
	Lone Star Investment Fund	2,465,677.40	2,072,728.06	(392,949.34)
	Sub Total	**2,486,678.72**	**2,256,143.83**	**(230,534.89)**
8XX	**Scholarship Fund**			
	Inwood National Bank	316,356.97	308,899.90	(7,457.07)
	JP Morgan Investment Management Account	1,850,688.82	1,877,429.21	26,740.39
	Sub Total	**2,167,045.79**	**2,186,329.11**	**19,283.32**
	Grand Total	**230,344,326.42**	**185,848,807.71**	**(44,495,518.71)**

Wylie Independent School District

Current Year Interest Earnings

July 1, 2026 through August 31, 2026

Fund	Investment Description	August 2026 YTD Interest Earned	August 2025 YTD Interest Earned	% of Change
199	**Operating Fund**	423,170.56	444,987.67	(5%)
240	**Food Service Fund**	21,434.43	31,750.36	(32%)
494	**Education Facility Technology Fund**	9,240.51	19,347.33	(52%)
4XX	**Birmingham Projects Fund**	7,590.81	8,260.42	(8%)
511	**Debt Service Fund**	234,272.78	245,189.09	(4%)
630	**Bond 2023**	699,899.32	1,692,215.44	(59%)
682	**Construction Fund**	15,891.79	21,767.21	(27%)
8XX	**Scholarship Fund**	7,646.26	7,069.81	8%
	TOTAL INTEREST TO DATE	1,419,146.46	2,470,587.33	(43%)

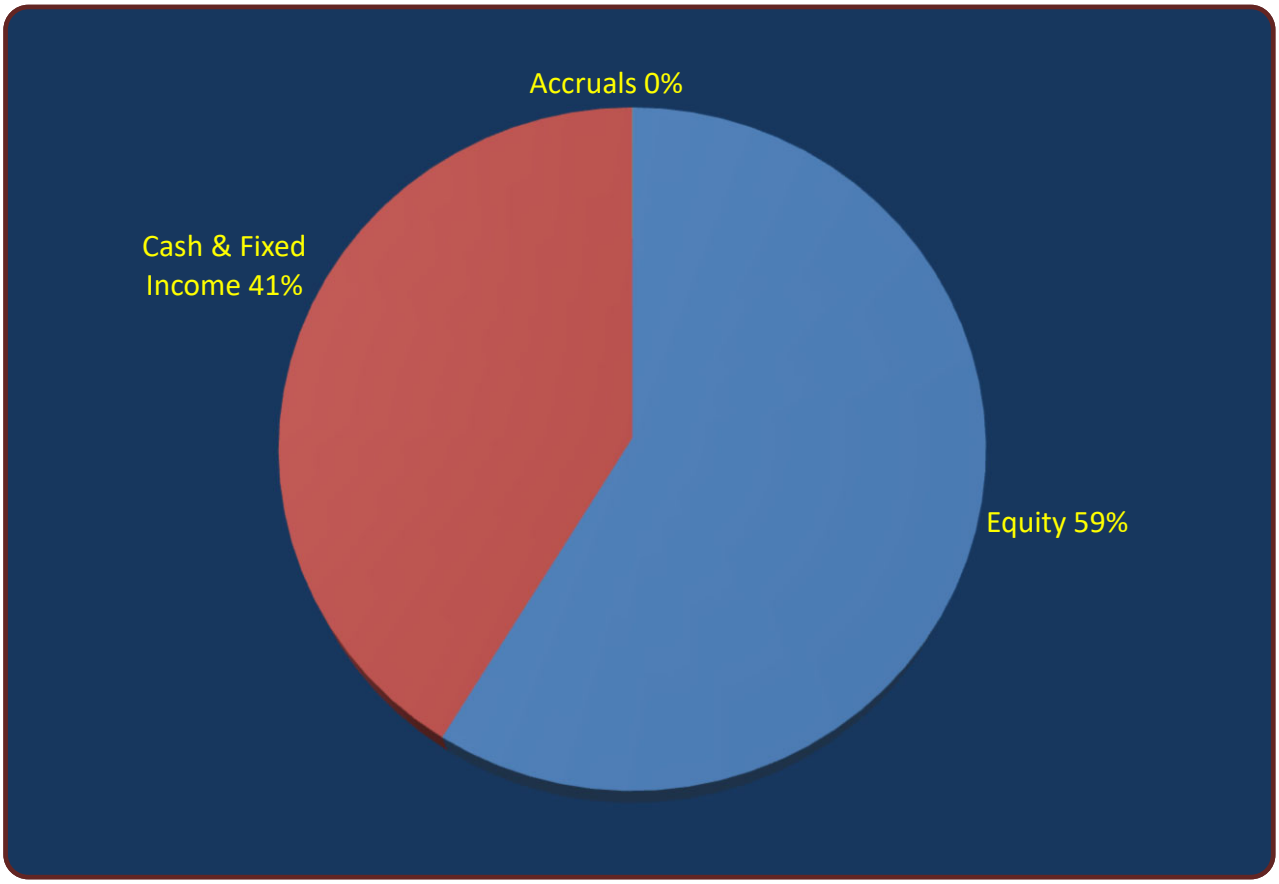
Wylie Independent School District

Birmingham Scholarship Fund - Asset Allocation

As of August 31, 2026

	Ending Market Value	Current Allocation
Equity	$ 1,102,992.30	59%
Cash & Fixed Income	$ 774,146.41	41%
Accruals	$ 290.50	0%
TOTAL	$ 1,877,429.21	100%

ASSET ALLOCATION

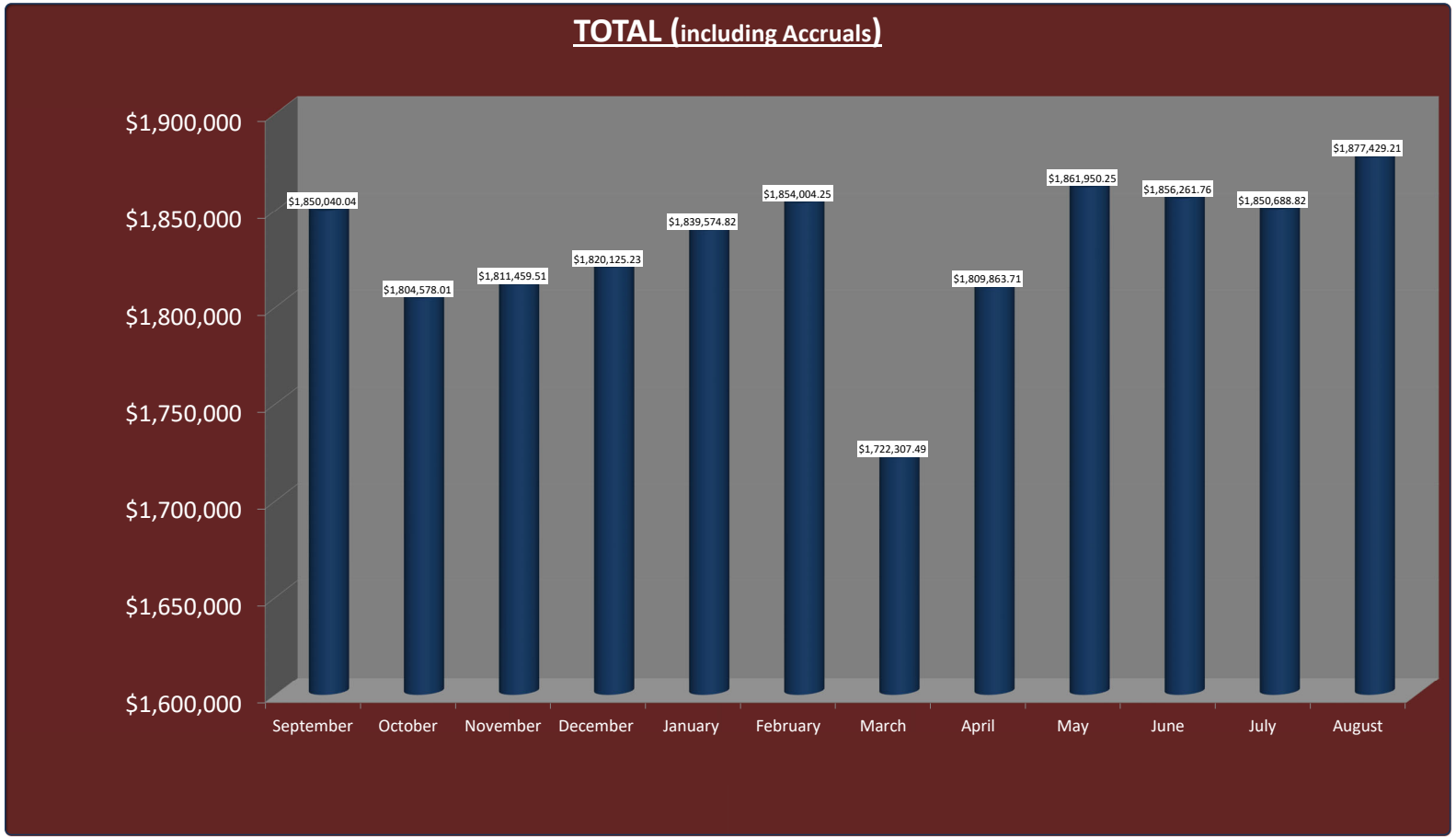


Wylie Independent School District

Market Value of Birmingham Scholarship Fund Investments (Total)

For the Twelve Months Ending August 31, 2026

September	October	November	December	January	February	March	April	May	June	July	August
$1,850,040.04	$1,804,578.01	$1,811,459.51	$1,820,125.23	$1,839,574.82	$1,854,004.25	$1,722,307.49	$1,809,863.71	$1,861,950.25	$1,856,261.76	$1,850,688.82	$1,877,429.21

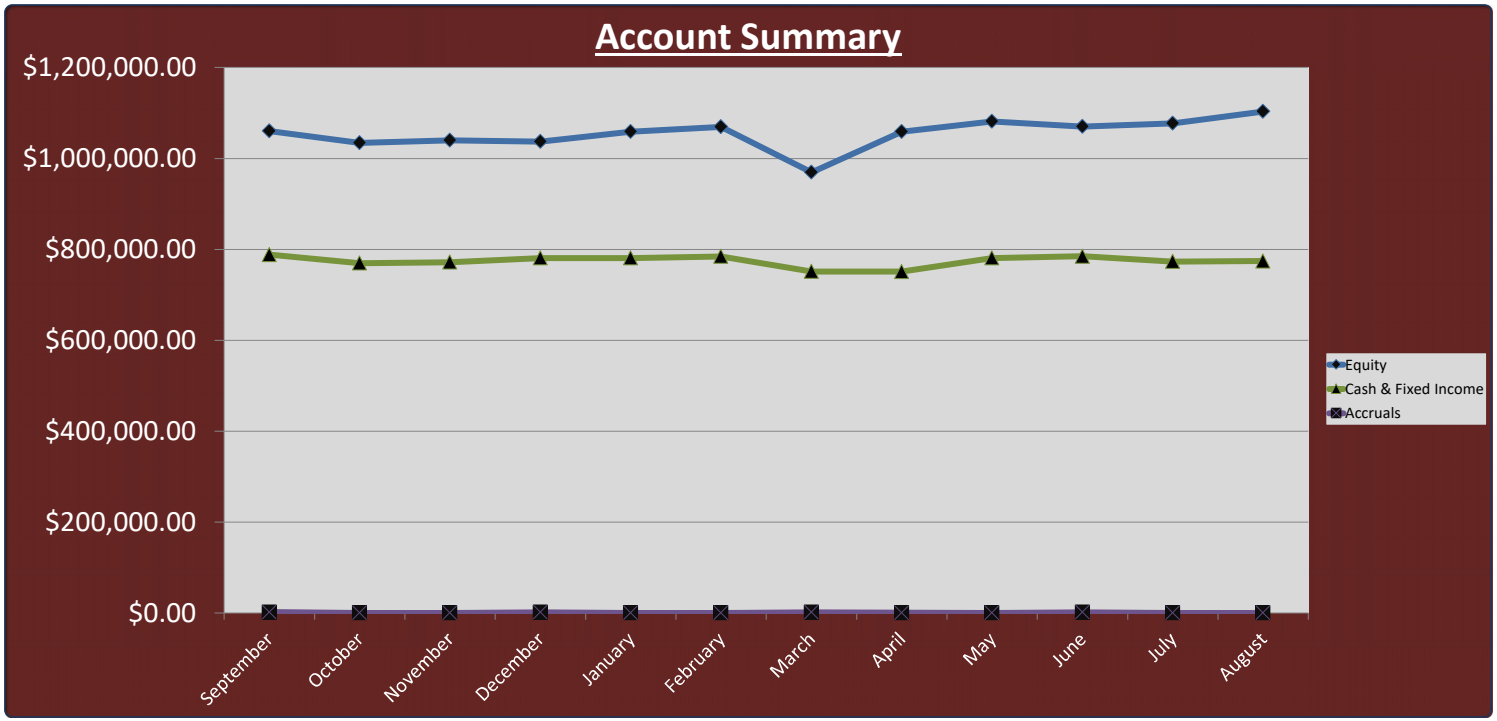


Wylie Independent School District

Market Value of Birmingham Scholarship Fund Investments (Summary)

For the Twelve Months Ending August 31, 2026

	September	October	November	December	January	February	March	April	May	June	July	August
Equity	$1,060,166.81	$1,034,430.15	$1,039,684.52	$1,037,353.34	$1,058,632.70	$1,069,307.32	$969,404.77	$1,058,791.77	$1,081,101.56	$1,069,943.18	$1,077,120.88	$1,102,992.30
Cash & Fixed Income	$788,069.74	$769,857.11	$771,499.30	$781,057.77	$780,613.67	$784,431.98	$751,423.37	$750,812.51	$780,580.48	$784,678.34	$773,282.96	$774,146.41
Accruals	$1,803.49	$290.75	$275.69	$1,714.12	$328.45	$264.95	$1,479.35	$259.43	$268.21	$1,640.24	$284.98	$290.50



Wylie Independent School District

Current Period Change in Values - Birmingham Scholarship Fund

August 1, 2026 through August 31, 2026

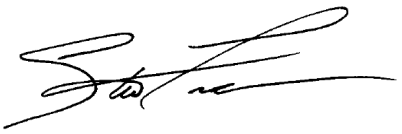
Investment Description	Price	Quantity	Market Value			Adjusted Tax Cost / Original Cost			Yield
			Beginning	Ending	Change	Beginning	Ending	Change	
JP Morgan - TOTAL EQUITY									
US Large Cap Equity									
Six Circles US Unconstrained	20.94	12,519.58	255,900.17	262,159.96	6,259.79	170,674.40	170,674.40	-	0.96%
SPDR S&P 500 ETF Trust	767.05	719.00	537,114.57	551,508.95	14,394.38	173,707.20	173,707.20	-	0.98%
EAFE Equity									
JPMORGAN BETABUILDERS CANADA ETF	105.88	271.00	27,753.11	28,693.48	940.37	13,272.16	13,272.16	-	1.67%
Six Circles International UNCON EQ	15.68	9,890.35	153,399.38	155,080.74	1,681.36	101,841.58	101,841.58	-	2.79%
European Large Cap Equity									
JPMorgan Betabuilders Europe - ETF	79.86	357.00	28,256.55	28,510.02	253.47	24,763.95	24,763.95	-	2.85%
Japanese Large Cap Equity									
JPMorgan Betabuilders Japan - ETF	77.37	631.00	47,059.98	48,820.47	1,760.49	32,175.51	32,175.51	-	4.57%
Asia ex-Japan Equity									
JPM Betabuilders Developed Asia EX-Japan ETF	65.02	434.00	27,637.12	28,218.68	581.56	23,930.50	23,930.50	-	3.46%
Total Equity			**1,077,120.88**	**1,102,992.30**	**25,871.42**	**540,365.30**	**540,365.30**	**-**	
JP Morgan - CASH AND US FIXED INCOME									
Cash									
US Dollar	1.00	19,903.49	19,090.90	19,903.49	812.59	19,090.90	19,903.49	812.59	4.30%
US Fixed Income									
Six Circles Ultra Short Duration	9.99	1,667.41	16,657.44	16,657.44	-	16,662.06	16,662.06	-	4.02%
Pimco Income FD-INS	10.69	1,683.28	17,994.26	17,994.26	-	20,042.92	20,042.92	-	5.79%
ISHARES US TREASURY BOND ETF	22.44	417.00	45,236.75	9,357.48	(35,879.27)	46,519.07	9,533.33	(36,985.74)	3.65%
Vanguard Short-Term Bond ETF	58.06	646.00	-	37,506.76	37,506.76	-	37,590.77	37,590.77	3.77%
Vanguard Total Bond Market	72.24	1,190.00	85,953.70	85,965.60	11.90	90,865.03	90,865.03	-	4.05%
Vanguard Mortgage-Backed SEC	46.13	573.00	26,392.38	26,432.49	40.11	26,431.73	26,431.73	-	4.24%
Vanguard Int-Term Corporate	81.09	424.00	34,454.24	34,382.16	(72.08)	33,369.43	33,369.43	-	4.90%
Non-US Fixed Income									
Vanguard Total Intl Bond ETF	47.55	2,962.00	141,494.74	140,843.10	(651.64)	156,641.22	156,641.22	-	4.60%
Vanguard Total Intl Bnd-Adm	19.02	3,125.20	59,722.61	59,441.34	(281.27)	73,024.79	73,024.79	-	4.55%
Global Fixed Income									
Six Circles Global Bond	8.27	35,123.24	291,171.67	290,469.20	(702.47)	314,129.32	314,129.32	-	4.50%
Six Circles Credit Opport	8.93	3,941.00	35,114.27	35,193.09	78.82	34,867.18	34,867.18	-	6.54%
Total Alternative Assets			**773,282.96**	**774,146.41**	**863.45**	**831,643.65**	**833,061.27**	**1,417.62**	
Total Other			**-**	**-**	**-**	**-**	**-**	**-**	
Accruals			**284.98**	**290.50**	**5.52**				
TOTAL			***1,850,688.82***	***1,877,429.21***	***26,740.39***				

The Public Funds Investment Act requires the disclosure of the information provided in this document.

Investment Officers Certification

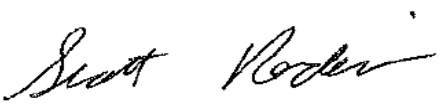
I hereby certify the preceding information is a true and accurate description of the investment portfolio of the Wylie Independent School District for the period indicated. All investments are in compliance with the Public Funds Investment Act and local district investment policies.

Steven Franks
Executive Director of Finance



August 31, 2026

J. Scott Roderick
Assistant Superintendent of Finance and Operations



August 31, 2026

CONSENT ITEM

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Finance

SUBJECT: Budget Amendment – 2026-27

BACKGROUND INFORMATION: Budget transactions that change functional categories or the overall budget of the General Fund, Debt Service or Student Nutrition Fund.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Scott Roderick, Assistant Superintendent for Finance & Operations

Wylie Independent School District

Budget Amendment
2026-27
General Fund, Debt Service Fund, & Student Nutrition Funds

General Fund

		Adopted Budget	Amended Budget	Proposed Amendment	New Amended Budget
Revenues					
5700	Local & intermediate sources	$ 80,753,168	$ 81,103,168		$ 81,103,168
5800	State sources	134,113,601	134,113,601		134,113,601
5900	Federal sources	873,800	873,800		873,800
	Total Revenues	**215,740,569**	**216,090,569**	**-**	**216,090,569**
Expenditures					
11	Instruction	142,151,368	142,247,482		142,247,482
12	Instructional resources & media	1,632,703	1,632,703		1,632,703
13	Staff development	5,483,087	5,501,887		5,501,887
21	Instructional administration	2,088,585	2,089,206		2,089,206
23	School administration	13,426,970	13,427,416		13,427,416
31	Guidance and counseling	6,173,788	6,173,788		6,173,788
32	Social work services	62,955	62,955		62,955
33	Health services	2,553,269	2,564,769		2,564,769
34	Student transportation	9,254,979	9,263,280		9,263,280
35	Food services	136,500	136,500		136,500
36	Co-curricular activities	6,350,160	6,614,226		6,614,226
41	General administration	8,638,784	8,644,640	61,000	8,705,640
51	Plant maintenance & operations	21,909,884	22,361,714		22,361,714
52	Security	2,692,117	2,680,617		2,680,617
53	Technology	4,368,437	4,377,957		4,377,957
61	Community service	1,000	1,000		1,000
71	Debt service	4,751,122	4,751,122	(61,000)	4,690,122
81	Facilities acquisition & construction	36,093	36,093		36,093
95	JJAEP programs	96,000	96,000		96,000
99	Other intergovernmental charges	970,000	970,000		970,000
	Total Expenditures	**232,777,801**	**233,633,355**	**-**	**233,633,355**
Excess Revenues Over Expenditures		(17,037,232)	(17,542,786)	-	(17,542,786)
Other Sources/(Uses)					
7913	Leases	2,074,200	2,074,200		2,074,200
8949	Payment to Escrow Agent				-
Total Excess Revenues Over Expenditures		(14,963,032)	(15,468,586)	-	(15,468,586)
Fund Balance-Beginning-Estimated		76,200,000	76,200,000		76,200,000
Fund Balance-Ending-Projected		**$ 61,236,968**	**$ 60,731,414**	**$ -**	**$ 60,731,414**

Wylie Independent School District

Budget Amendment
2026-27
General Fund, Debt Service Fund, & Student Nutrition Funds

Debt Service Fund

		Adopted Budget	Amended Budget	Proposed Amendment	New Amended Budget
Revenues					
5700	Local & intermediate sources	$ 42,377,167	$ 42,377,167		$ 42,377,167
5800	State sources	7,085,219	7,085,219		7,085,219
5900	Federal sources	-	-		-
	Total Revenues	**49,462,386**	**49,462,386**	**-**	**49,462,386**
Expenditures					
71	Debt service	49,719,313	49,719,313		49,719,313
	Total Expenditures	**49,719,313**	**49,719,313**	**-**	**49,719,313**
Excess Revenues Over Expenditures		(256,927)	(256,927)	-	(256,927)
Other Sources/(Uses)					
7911	Issuance of Bonds	21,141,157	20,669,457		20,669,457
7916	Premium on Bonds	5,749,050	6,220,750		6,220,750
8949	Payment to Escrow Agent	(34,633,280)	(34,629,690)		(34,629,690)
Total Excess Revenues Over Expenditures		(8,000,000)	(7,996,410)	-	(7,996,410)
Fund Balance-Beginning-Estimated		48,600,000	48,600,000		48,600,000
Fund Balance-Ending-Projected		**$ 40,600,000**	**$ 40,603,590**	**$ -**	**$ 40,603,590**

Wylie Independent School District

Budget Amendment
2026-27
General Fund, Debt Service Fund, & Student Nutrition Funds

Student Nutrition Fund

		Adopted Budget	Amended Budget	Proposed Amendment	New Amended Budget
Revenues					
5700	Local & intermediate sources	$ 6,460,494	$ 6,460,494		$ 6,460,494
5800	State sources	250,000	250,000		250,000
5900	Federal sources	4,822,702	4,822,702		4,822,702
	Total Revenues	**11,533,196**	**11,533,196**	**-**	**11,533,196**
Expenditures					
35	Food services	11,504,956	12,379,630		12,379,630
51	Plant maintenance & operations	28,240	28,240		28,240
	Total Expenditures	**11,533,196**	**12,407,870**	**-**	**12,407,870**
Excess Revenues Over Expenditures		-	(874,674)	-	(874,674)
Other Sources/(Uses)					
7913	Leases				-
8949	Payment to Escrow Agent				-
Total Excess Revenues Over Expenditures		-	(874,674)	-	(874,674)
Fund Balance-Beginning-Estimated		2,500,000	2,500,000		2,500,000
Fund Balance-Ending-Projected		**$ 2,500,000**	**$ 1,625,326**	**$ -**	**$ 1,625,326**

Budget Amendment Detail

August 2026

Budget #	Account	Amount	Description	
1	199 E 51 6245 00 873 0 99 000	350,000	Water Damage Stadium	
1	199 R 00 5745 00 000 0 00 000	(350,000)	Water Damage Stadium	Federal sources
2	199 E 11 6249 00 807 0 11 000	21,243	2025-26 PO Rollover	
2	199 E 11 6249 BA 807 0 11 001	8,410	2025-26 PO Rollover	
2	199 E 11 6249 BA 807 0 11 003	7,168	2025-26 PO Rollover	
2	199 E 11 6395 00 807 0 11 000	24,230	2025-26 PO Rollover	
2	199 E 11 6398 00 807 0 11 050	31,351	2025-26 PO Rollover	
2	199 E 11 6399 00 807 0 11 000	588	2025-26 PO Rollover	
2	199 E 11 6499 00 807 0 11 000	440	2025-26 PO Rollover	
2	199 E 11 6398 00 809 0 22 809	2,684	2025-26 PO Rollover	
2	199 E 13 6499 00 804 0 99 031	8,800	2025-26 PO Rollover	
2	199 E 21 6411 00 806 0 23 000	621	2025-26 PO Rollover	
2	199 E 23 6398 00 999 0 99 048	446	2025-26 PO Rollover	
2	199 E 34 6244 00 935 0 99 000	8,301	2025-26 PO Rollover	
2	199 E 36 6395 00 807 0 99 000	1,849	2025-26 PO Rollover	
2	199 E 36 6398 00 807 0 99 050	261,467	2025-26 PO Rollover	
2	199 E 36 6499 00 807 0 99 000	50	2025-26 PO Rollover	
2	199 E 36 6499 BA 807 0 99 003	700	2025-26 PO Rollover	
2	199 E 41 6299 00 732 0 99 000	5,856	2025-26 PO Rollover	
2	199 E 51 6249 00 936 0 99 00F	81,122	2025-26 PO Rollover	
2	199 E 51 6299 00 936 0 99 00P	4,803	2025-26 PO Rollover	
2	199 E 51 6299 00 936 0 99 00G	5,000	2025-26 PO Rollover	
2	199 E 51 6299 00 936 0 99 00M	1,200	2025-26 PO Rollover	
2	199 E 51 6315 00 936 0 99 00C	9,593	2025-26 PO Rollover	
2	199 E 51 6316 00 936 0 99 00D	112	2025-26 PO Rollover	
2	199 E 53 6299 00 801 0 99 000	9,520	2025-26 PO Rollover	
2	240 E 35 6639 00 938 0 99 000	874,674	2025-26 PO Rollover	
3	199 E 13 6116 00 802 0 99 000	10,000	WEF PLC Wired Payroll Grant	

September 2026

Budget #	Account	Amount	Description
1	199 E 33 6398 00 937 0 99 000	11,500	AED Batteries and Replacement Pads
1	199 E 52 6499 00 812 0 99 000	(11,500)	AED Batteries and Replacement Pads
2	511 R 00 7911 00 000 0 00 000	(471,700)	Bond Refunding
2	511 R 00 7916 00 000 0 00 000	471,700	Bond Refunding
2	511 E 00 8949 00 000 0 00 000	3,590	Bond Refunding

October 2026

Budget #	Account	Amount	Description
1	199 E 41 6299 88 726 0 99 000	61,000	2022 SHARS Cost Report Consulting Fees
1	199 E 71 6512 88 999 0 99 000	(61,000)	2022 SHARS Cost Report Consulting Fees

CONSENT ITEM

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Purchasing

SUBJECT: Consider Approving RFP 2027-J07-102 – Local Retail and Grocery

BACKGROUND INFORMATION: This request for proposal is an extended opening bid to capture the local retail and grocery vendors. This is the list of vendors for this extended RFP.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Scott Roderick, Assistant Superintendent for Finance & Operations

WYLIE INDEPENDENT SCHOOL DISTRICT

WYLIE, TEXAS

Request For Proposal 2027-J07-102

Local Retail and Grocery

Recommendation:

(Superintendent)

Proposals were received from one (1) offeror for RFP 2027-J07-102 Local Retail and Grocery:

- **BZ Defense LLC**

It is recommended that one (1) offeror be awarded:

The term of this contract shall be from October 20, 2026, through August 31, 2027, with the option to renew automatically until August 31, 2031.

Description:

This request for proposal will give the district access to a variety of different services from local businesses.

AGENDA:

October 21, 2026

WYLIE INDEPENDENT SCHOOL DISTRICT

WYLIE, TEXAS

Request For Proposal- 2027-J07-103

Catering

Recommendation:

(Superintendent)

Proposals were received from two (2) offerors for RFP 2027-J07-103 Catering.

- **Dung Duong DBA The South Southern Kitchen**
- **Einstein Noah Restaurant Group Inc DBA Einstein Bros Bagels**

It is a recommendation that two (2) offerors be awarded:

The term of this contract shall be from October 20, 2026, through August 31, 2027, with the option to renew automatically until August 31, 2031.

Description:

This request for proposal will give the district access to breakfast & lunch foods, desserts, and catering services.

AGENDA:

October 20, 2026

CONSENT ITEM

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Purchasing

SUBJECT: Consider Approving RFP 2027-J07-104 – General Building Maintenance Supplies, Service & Equipment

BACKGROUND INFORMATION: This request for proposal is an extended opening bid to capture the general maintenance building supplies, services and equipment vendors. This is the list of vendors for this extended RFP.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Scott Roderick, Assistant Superintendent for Finance & Operations

WYLIE INDEPENDENT SCHOOL DISTRICT

WYLIE, TEXAS

Request For Proposal 2027-J07-104

General Building Maintenance Supplies, Service & Equipment

Recommendation:

(Superintendent)

Proposals were received from three (3) offerors for RFP 2027-J07-104:

- **Excel Dryer, Inc.**
- **James Hernandez DBA Rockwall Garage Door**
- **JT Backflow Services LLC DBA JT Plumbing Solutions**

It is recommended that three (3) offerors be awarded:

The term of this contract shall be from October 20, 2026, through August 31, 2027, with the option to renew annually until August 31, 2031.

Description:

This request for proposal will give the district access to building materials, services, and equipment.

AGENDA:

October 20, 2026

CONSENT ITEM

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Purchasing

SUBJECT: Consider Approving RFP 2027-J07-101 – Instructional Supplies, Services, Subscriptions and Software

BACKGROUND INFORMATION: This request for proposal is an extended opening bid to capture the instructional supplies, services, subscriptions and software vendors. This is the list of vendors for this extended RFP.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Scott Roderick, Assistant Superintendent for Finance & Operations

WYLIE INDEPENDENT SCHOOL DISTRICT

WYLIE, TEXAS

Request For Proposal –2027-J07-101

Instructional Supplies, Services, Subscriptions and Software

Recommendation:

(Superintendent)

Proposals were received from five (5) offerors for RFP 2027-J07-101 Instructional Supplies, Services, Subscriptions and Software

- **Mind InFormation, Inc. DBA Lexercise**
- **Pharmacy Technician Certification Board**
- **Propel Education Strategies, Inc. DBA Applied Practice**
- **Reyna Sotelo DBA Educated Properties and Holdings LLC**
- **Theatrefolk Ltd.**

It is a recommendation that all five (5) offerors be awarded:

The term of this contract shall be from October 20, 2026, through September 30, 2027, with the option to renew annually until September 30, 2031.

Description:

This request for proposal will provide the district with access to instructional materials, subscriptions, and software.

Agenda:

October 20, 2026

CONSENT ITEM

DATE: October 19, 2026 **DEPARTMENT/DIVISION:** Finance

SUBJECT: Consider Approval of 2026 Tax Roll as Required by Section 26.09 of the Texas Property Code

BACKGROUND INFORMATION: Attached for your review is the 2026 Tax Roll Resolution. This approves the Tax Year 2026 tax levy from the Collin County Tax Office.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Scott Roderick, Assistant Superintendent for Finance & Operations

TAX ROLL RESOLUTION

WYLIE INDEPENDENT SCHOOL DISTRICT

STATE OF TEXAS §
§
COUNTY OF COLLIN §

WHEREAS, Section 26.09 of the Property Tax code requires approval by the governing body of the Wylie Independent School District of the appraisal roll with tax amounts entered by the assessor, for the year 2026; and

WHEREAS, such roll was presented to the Wylie Independent School District's Trustees on October 19, 2026, and appears in all things correct as under the applicable laws of Texas; and

WHEREAS, said Trustees voted in open session to approve said roll;

IT IS HEREBY RESOLVED by the Trustees that the appraisal roll valued at $11,137,490,211 with the amount of tax levy due totaling $123,909,634.77 for the year 2026 is approved and is the tax roll for the Wylie Independent School District for the year 2026.

DULY PASSED on this 19th day of October, 2026.

FOR _____

AGAINST _____

_____
President, Board of Trustees
Wylie Independent School District

_____
Secretary, Board of Trustees
Wylie Independent School District

(District Seal)

SCOTT GRIGG
TAX ASSESSOR COLLECTOR
COLLIN COUNTY
2300 Bloomdale Road, Ste. 2366
P.O. Box 8046
McKinney, TX 75070-8046
(972) 547-5020
FAX (214) 491-4808
Email: **sgrigg@co.collin.tx.us**

October 1, 2026

Dr. Kim Spicer, Superintendent
Wylie Independent School District
P.O. Box 490
Wylie, TX 75098

Dear Dr. Spicer,

Attached is the 2026 Tax Roll Summary for Wylie Independent School District.

Submission of the 2026 Tax Roll to your governing body for approval, in accordance with *Texas Property Tax Code*, Section 26.09, will constitute the 2026 Tax Roll for Wylie Independent School District.

Please provide my office a copy of your ordinance approving the Tax Roll at your earliest convenience. While this is a formality in the Texas Property Tax Code, we do want to fulfill the requirements of the law and do appreciate your cooperation.

Please feel free to reach out to me if I can be of any assistance or answer any questions.

Sincerely,

Scott Grigg

Scott Grigg, CFE, CTOP, PCC, PCAC

SG:jd

cc: Scott Roderick

2026 TAX ROLL SUMMARY 85 - WYLIE ISD

	Amount		Count
NUMBER OF ACCOUNTS			32,787
MARKET VALUES			
ROLLCODE: MOBILE HOME			
Improvement	$36,378,500		
Improvement Non-Home Site	$284,359		
ROLLCODE: PERSONAL			
Personal	$605,114,277		
ROLLCODE: REAL			
Agriculture	$156,306,232		
Improvement	$8,426,557,447		
Improvement Non-Home Site	$2,139,199,511		
Land	$3,434,061,549		
Land Ag Land	$285,192		
Land Non-Home Site	$1,185,503,882		
TOTAL MARKET VALUE		**$15,983,690,949**	
DEFERRALS			
Ag	$156,306,232		250
TOTAL DEFERRALS		**$156,306,232**	
EXEMPTIONS			
145(b) - Single Situs Single Owner	$79,196,726		1,416
145(d) - Multiple Situs Leases	$128,324		5
145(d1) - Multiple Situs Consignment	$1,378,953		19
145(f) - Single Situs Related Business	$750,170		14
23.231 Circuit Breaker Limitation	$68,393,183		608
Absolute Exemption	$151,968		2
Absolute Exemption , XN , XN	$0		1
Animal Feed	$36,049		1
Autos , XO , PPV , XO , PPV	$52,748,927		28
Cap Adjustment , XT , XT	$72,283,878		1,586
Disabled	$21,062,779		389
Disabled Veteran	$171,703,607		1,145
Freeport	$35,781,487		9
Historic Site	$0		7
Homestead	$2,784,613,214		20,462
Low Income Housing , XD, XA , XD, XA	$203,939		1
Miscellaneous , XV , XV	$1,120,535,175		1,320
Over 65	$268,495,246		4,823
Pollution Control	$3,176,660		9
Private Schools , XJ , XJ	$6,792,994		4
Solar/Wind	$1,049,338		41
Surviving Spouse	$325,018		1
Surviving Spouse Disabled Person	$1,086,871		20
TOTAL EXEMPTIONS		**$4,689,894,506**	

2026 TAX ROLL SUMMARY 85 - WYLIE ISD

GRAND TOTAL FOR DEFERRALS AND EXEMPTIONS		**$4,846,200,738**	
TOTAL MARKET VALUE		**$15,983,690,949**	
TAXABLE VALUE		**$11,137,490,211**	
TAX RATE		**1.175200**	
ROLLCODE: MOBILE HOME			
Levy	$331,388.56		1,060
ROLLCODE: PERSONAL			
Levy	$5,056,615.86		1,508
ROLLCODE: REAL			
Levy	$118,521,630.35		30,219
TOTAL LEVY		**$123,909,634.77**	
LEVY LOST DUE TO FROZEN		**$6,978,151.00**	
OTHER LOST LEVY		**$0.00**	
TOTAL LOST LEVY		**$6,978,151.00**	

Calculation Analysis

	Calc Levy	- Tax Amount	= Diff.	Market Value	Exemption	Taxable Value
Frozen	12,634,824.34	5,656,673.34	6,978,151.00	2,081,129,480	1,006,008,280	1,075,121,200
DV100 (Excl. Frozen)	26,079.53	26,079.53	0.00	185,172,710	132,471,491	52,701,219
Prorated (Excl. Frozen	0.00	0.00	0.00	0	0	0
Other	118,226,881.90	118,226,881.90	0.00	13,717,388,759	3,707,720,967	10,009,667,792
Total	130,887,785.77	123,909,634.77	6,978,151.00	15,983,690,949	4,846,200,738	11,137,490,211
DV100 (Incl. Frozen)	646.40	0.00	646.40	49,853,734	28,881,374	20,972,360
Prorated (Incl. Frozen	0.00	0.00	0.00	0	0	0

CONSENT ITEM

DATE: October 19, 2026

DEPARTMENT/DIVISION: Curriculum and Instruction

SUBJECT: Annual Review of Bilingual Education, ESL, and Title III

BACKGROUND INFORMATION: The 2025–2026 Annual Bilingual Education, ESL, and Title III, Part A Program Evaluation provides an annual review of Wylie ISD's programs and services for emergent bilingual students. The evaluation reviews student academic achievement and English language development, program effectiveness, professional development, and the use of Title III funds and identifies areas for continued improvement. In accordance with 19 TAC §89.1265 and TEC §29.062, the annual evaluation is presented to the Board of Trustees for review and approval. Board approval also documents the district's compliance with state and federal program evaluation requirements.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Jill Vasquez, Director of Special Programs

WYLIE INDEPENDENT SCHOOL DISTRICT

2025-2026 ANNUAL BILINGUAL EDUCATION, ESL & TITLE III, PART A PROGRAM EVALUATION

Annual Bilingual Education and ESL Program Evaluation pursuant to 19 TAC §89.1265
Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement

Prepared for the Wylie ISD Board of Trustees

Board of Trustees

Bill Howard, President
Kylie Reising, Vice-President
Dr. Jacob Day
Suzi Kennon
Virdie Montgomery
Stacie Smith
Mike Williams

Dr. Kim Spicer, Superintendent

BOARD PRESENTATION DATE: October 19, 2026

WYLIE INDEPENDENT SCHOOL DISTRICT

TITLE III, PART A
ESL/DUAL LANGUAGE
2025-2026 PROGRAM EVALUATION

Mission

To provide educational support as needed to ensure all students have access to and can enjoy the benefits of a quality education. Each student who is identified as an Emergent Bilingual (EB) shall be provided an opportunity to participate in a special language program to ensure equal education opportunity. Our programs are designed to meet the affective, linguistic, and cognitive needs of the identified students.

Policy

§89.1201. Policy.

(a) It is the policy of the state that every student in the state who has a home language other than English and who is identified as an English language learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a), each school district shall:

(1) identify English language learners based on criteria established by the state;

(2) provide bilingual education and ESL programs, as integral parts of the regular program as described in the TEC, §4.002;

(3) seek certified teaching personnel to ensure that English language learners are afforded full opportunity to master the essential knowledge and skills required by the state; and

(4) assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 39, to ensure accountability for English language learners and the schools that serve them.

Wylie ISD conducts an annual evaluation of its bilingual education and English as a Second Language (ESL) programs to examine student academic achievement, English language acquisition, partner-language development, reclassification, continued academic progress, staffing, professional development, and program implementation. This report also serves as the district's Title III, Part A program evaluation and is used to guide continuous improvement and future program decisions.

The district uses multiple measures, including state assessment results, TELPAS, district assessment data, reclassification data, monitoring data for former emergent bilingual (EB) students, program participation data, professional development records, and implementation evidence.

Compliance Crosswalk

Evaluation Component	19 TAC §89.1265	Title III, Part A	Evidence in This Report
Identification Process	✓	✓	Section 1, 2, 3, 7
Program/activity description	✓	✓	Section 5
Academic progress of EB students	✓	✓	Section 9
English language proficiency/progress	✓	✓	Section 10
Progress by bilingual/ESL program model	✓	Supports evaluation	Section 9
Partner-language proficiency for dual language	✓	-	Section 11
Reclassification/attainment of English proficiency	✓	✓	Section 4, 10
Teachers/aides trained; PD frequency, scope, results	✓	Supports evaluation	Section 6, 14
Bilingual exception/ESL waiver measures	✓	-	Section 13, 15
Title III-funded activities/expenditures/effectiveness	-	✓	Section 8, 12

Table of Contents

Mission

Policy

Home Languages

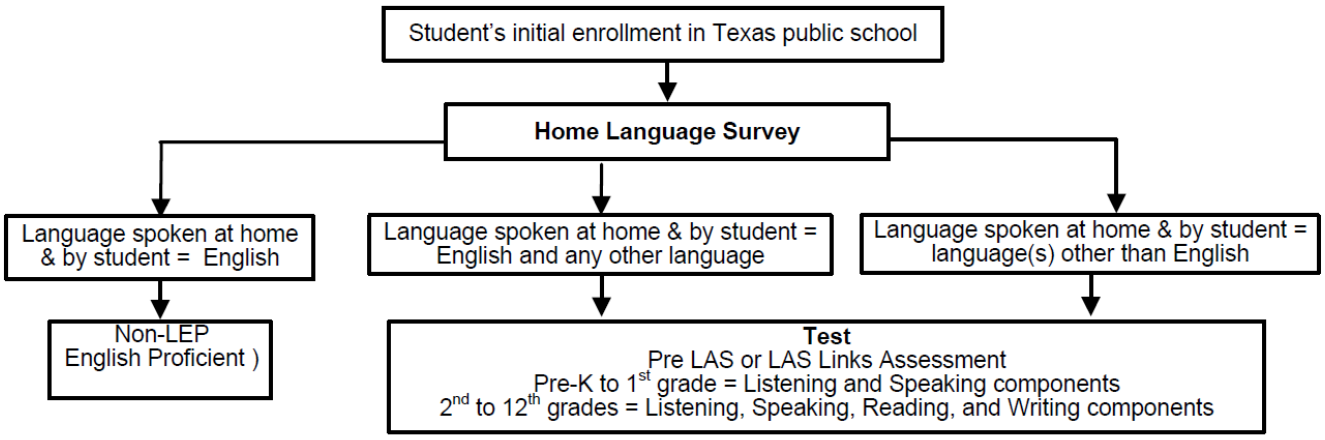
1. Home Languages
2. Identification Process
3. Parent Notification Process
4. Wylie ISD EB Reclassification
5. Program Overview
6. Staffing and Staff Training
7. LPAC Activities
8. Title III Activities
9. Academic Achievement
10. Texas English Language Proficiency Assessment System
11. Growth in Spanish Reading
12. Major Expenditures of Title III / State BEA Funds
13. Bilingual Exception and ESL Waiver
14. Bilingual / EB Professional Development Focus
15. Action Plan

Home Languages

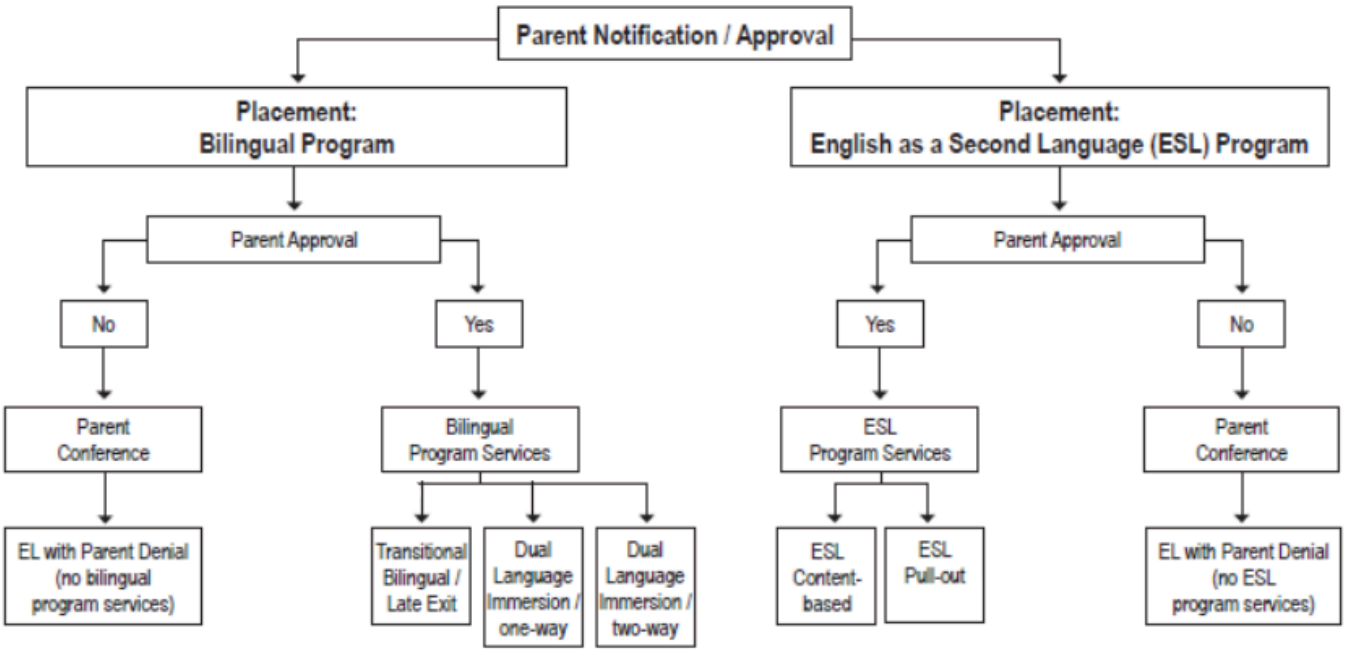
Over 80 home languages represented in Wylie ISD

	25-26	**24-25**
Emergent Bilingual Students	3280	3523
Spanish Home Language	1427	1822
Vietnamese Home Language	411	582
Arabic Home Language	375	566
Amharic Home Language	374	618
Urdu Home Language	440	663

Identification Process



Parent Notification Process



Wylie ISD EB Reclassification

Emergent Bilingual/English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th/12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) **Advanced High** in each domain of Listening, Speaking, Reading, and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40th percentile or above on each
Subjective Teacher Evaluation	**Form:** Emergent Bilingual/English Learner Reclassification Rubric				

**Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.*

Notes:

- Students for whom the LPAC recommends the use of Oral Administration or Content and Language Supports as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability.
- For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Additional Information:

- TEA Approved Norm-Reference Standardized Achievement Test (new site)
- State Assessments for English Learners
- Guidance Related to ARD Committee and LPAC Collaboration
- LPAC Guidance for Deaf or Hard of Hearing English Learners and associated training video

Program Overview

During the 2025-2026 school year Wylie ISD offered the following programs for the 2680 students who were identified as Emergent Bilinguals (EB):

Wylie ISD provides bilingual education and ESL services designed to meet the affective, linguistic, and cognitive needs of students identified as emergent bilingual.

TOTAL EB STUDENTS 2025-2026: 2680

TOTAL DISTRICT ENROLLMENT 2025-2026: 19483

Program Model	Grade Span / Campuses	Students Served	Brief Description
One-Way Dual Language	Hartman Early Childhood Learning Center; Pre-Kindergarten	40	Instruction in Spanish and English for participating EB students.
Two-Way Dual Language	Bush, Cox, Groves, Draper, Harrison; Grades K-6	310	Instruction in Spanish and English for EB and non-EB students.
ESL Content-Based	All Campuses	779	English language development integrated with content instruction.
ESL Pull-Out	All Elementary, Intermediate and Jr. High Campuses	1237	Targeted English language development support outside portions of the general education setting.
Monitor 1	All campuses 2nd-12th grades	425	Students who met reclassification criteria at the end of the 24-25 school year
Monitor 2	All campuses 2nd-12th grades	410	Students who met reclassification criteria at the end of the 23-24 school year

Staffing

Staffing Measure	2025-2026
Campus ESL teachers	28
ESL-certified classroom/content teachers	582
ESL-certified Pre-K teachers	20
ESL paraprofessionals	9
Title III paraprofessionals	4
Bilingual Pre-K teachers	2
Elementary dual language teachers	31
Intermediate dual language teachers	16
Bilingual Learning Specialists	2

Staff Training

ESL

- Technology Support for EBs through Region X
- Monthly ESL PLCs
- Fundamental Five and Sheltered Instruction

Dual Language

- All kinder-4th grade teachers trained in Teaching for Biliteracy
- Teaching for Biliteracy: Strengthening Bridges Between Languages
- Weekly PLCs with Bilingual Learning Specialists

LPAC Activities

Potential EBs enrolling in school for the first time (Pre-K/K)	1. Initial Identification LPAC 2. EOY Annual Review LPAC 3. As needed for progress monitoring
Potential EBs new to the state (from another state or from out of country)	1. Initial Identification LPAC 2. LPAC Assessment Decision-Making 3. EOY Annual Review LPAC 4. As needed
EBs transferring from another district or charter in Texas	1. BOY Review LPAC (NOT Initial LPAC) 2. LPAC Assessment Decision-Making 3. EOY Annual Review LPAC 4. As needed
• **Current EBs receiving services** • **Current EBs not receiving services (parental denials)**	1. LPAC Assessment Decision-Making 2. EOY Annual Review LPAC 3. As needed

Monitored former EBs in their first and second year after reclassification	1. EOY Annual Review LPAC 2. Any grading period in which a core course is failed to address language concerns 3. As needed
Monitored former EBs in their 3rd and 4th year after reclassification	• No LPAC meetings • Verify PEIMS coding is correct
Former or "Ever" EBs in their 5th year and beyond after reclassification	• No LPAC meetings • Verify PEIMS coding is correct

§89.1220. Language Proficiency Assessment Committee.

(a) School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

(b) The language proficiency assessment committee shall include an appropriately certified bilingual educator (for students served through a bilingual education program), an appropriately certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an English learner participating in a bilingual or ESL program, and a campus administrator in accordance with Texas Education Code (TEC), §29.063.

(c) In addition to the three required members of the language proficiency assessment committee, the school district may add other trained members to the committee.

(d) No parent serving on the language proficiency assessment committee shall be an employee of the school district.

(e) A school district shall establish and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within four weeks of the enrollment of English learners.

(f) All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. The school district shall be responsible for the orientation and training of all members, including the parents, of the language proficiency assessment committee.

(g) Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all English learners identified in accordance with §89.1226 of this title (relating to Testing and Classification of Students) and shall:

(1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to §89.1226(b)-(f) of this title;

(2) designate the level of academic achievement of each English learner;

(3) designate, subject to parental approval, the initial instructional placement of each English learner in the required program;

(4) facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and

(5) reclassify students, at the end of the school year only, as English proficient in accordance with the criteria described in §89.1226(i) of this title.

(h) The language proficiency assessment committee shall give written notice to the student's parent, advising that the student has been classified as an English learner and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056. The notice shall include information about the

benefits of the bilingual education or ESL program for which the student has been recommended and that it is an integral part of the school program.

(i) Before the administration of the state criterion-referenced test each year, the language proficiency assessment committee shall determine the appropriate assessment option for each English learner as outlined in Chapter 101, Subchapter AA, of this title (relating to Commissioner's Rules Concerning the Participation of Emergent Bilinguals in State Assessments).

(j) Pending parental approval of an English learner's entry into the bilingual education or ESL program recommended by the language proficiency assessment committee, the school district shall place the student in the recommended program. Only English learners with parental approval who are receiving services will be included in the bilingual education allotment.

(k) The language proficiency assessment committee shall monitor the academic progress of each student who has met criteria for reclassification in accordance with TEC, §29.056(g), for the first two years after reclassification. If the student earns a failing grade in a subject in the foundation curriculum under TEC, §28.002(a)(1), during any grading period in the first two school years after the student is reclassified, the language proficiency assessment committee shall determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be reenrolled in a bilingual education or ESL program. In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance and consider:

(1) the total amount of time the student was enrolled in a bilingual education or ESL program;

(2) the student's grades each grading period in each subject in the foundation curriculum under TEC, §28.002(a)(1);

(3) the student's performance on each assessment instrument administered under TEC, §39.023(a) or (c);

(4) the number of credits the student has earned toward high school graduation, if applicable; and

(5) any disciplinary actions taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

(l) The student's permanent record shall contain documentation of all actions impacting the English learner.

(1) Documentation shall include:

(A) the identification of the student as an English learner;

(B) the designation of the student's level of language proficiency;

(C) the recommendation of program placement;

(D) parental approval of entry or placement into the program;

(E) the dates of entry into, and placement within, the program;

(F) assessment information as outlined in Chapter 101, Subchapter AA, of this title;

(G) additional instructional interventions provided to address the specific language needs of the student;

(H) the date of reclassification and the date of exit from the program with parental approval;

(I) the results of monitoring for academic success, including students formerly classified as English learners, as required under the TEC, §29.063(c)(4); and

(J) the home language survey.

(2) Current documentation as described in paragraph (1) of this subsection shall be forwarded in the same manner as other student records to another school district in which the student enrolls.

(m) A school district may place or exit a student in a program without written approval of the student's parent if:

(1) the student is 18 years of age or has had the disabilities of minority removed;

(2) the parent provides approval through a phone conversation or e-mail that is documented in writing and retained; or

(3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

Potential EBs enrolling in school for the first time (Pre-K/K)	1. Initial Identification LPAC 2. EOY Annual Review LPAC 3. As needed for progress monitoring
Potential EBs new to the state (from another state or from out of country)	1. Initial Identification LPAC 2. LPAC Assessment Decision-Making 3. EOY Annual Review LPAC 4. As needed
EBs transferring from another district or charter in Texas	1. BOY Review LPAC (NOT Initial LPAC) 2. LPAC Assessment Decision-Making 3. EOY Annual Review LPAC 4. As needed
● **Current EBs receiving services** ● **Current EBs not receiving services (parental denials)**	1. LPAC Assessment Decision-Making 2. EOY Annual Review LPAC 3. As needed
Monitored former EBs in their first and second year after reclassification	1. EOY Annual Review LPAC 2. Any grading period in which a core course is failed to address language concerns 3. As needed
Monitored former EBs in their 3rd and 4th year after reclassification	● No LPAC meetings ● Verify PEIMS coding is correct
Former or "Ever" EBs in their 5th year and beyond after reclassification	● No LPAC meetings ● Verify PEIMS coding is correct

Title III Activities

PARENT

- Dual Language parent meetings for incoming kindergarten parents, LEP
- Region X Parent, Family, and Community Engagement Fair
- Parent Education Night for all EB families

FAMILY

- Virtual District Wide Family Tips
- DL Celebration
- Region X Parent, Family, and Community Engagement Fair
- TEA Parent and Family Resources and Newsletters

COMMUNITY

- Adult ESL and GED
- Region X Parent, Family, and Community Engagement Fair

INSTRUCTIONAL RESOURCES

Dual Language

- Istation Spanish
- Reading A to Z
- Rosetta Stone
- Benchmark Spanish Language Arts Adoption

ESL

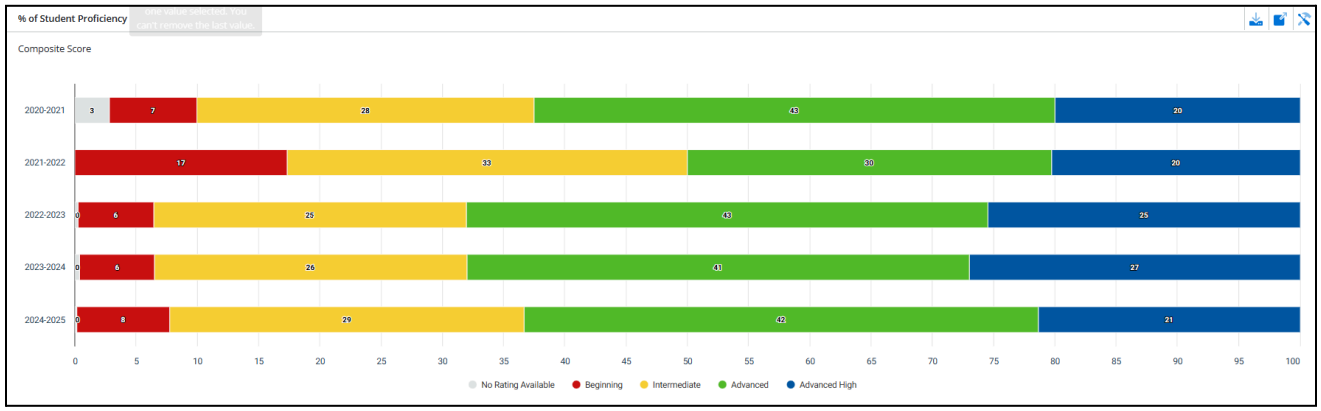
- Reading A to Z
- Lexia Learning
- Newcomer Resources
- Lexia English

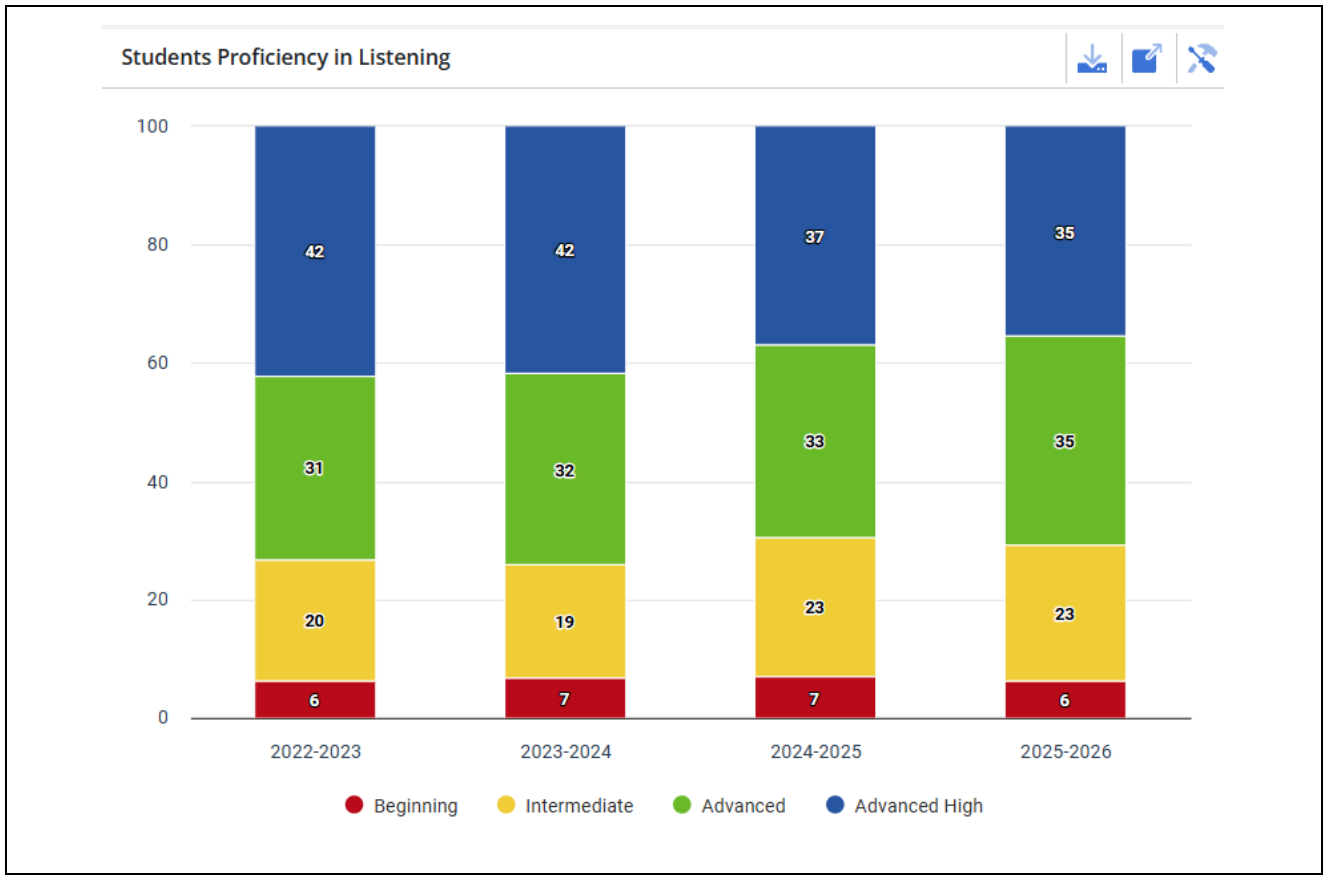
Academic Achievement Based on STAAR and EOC

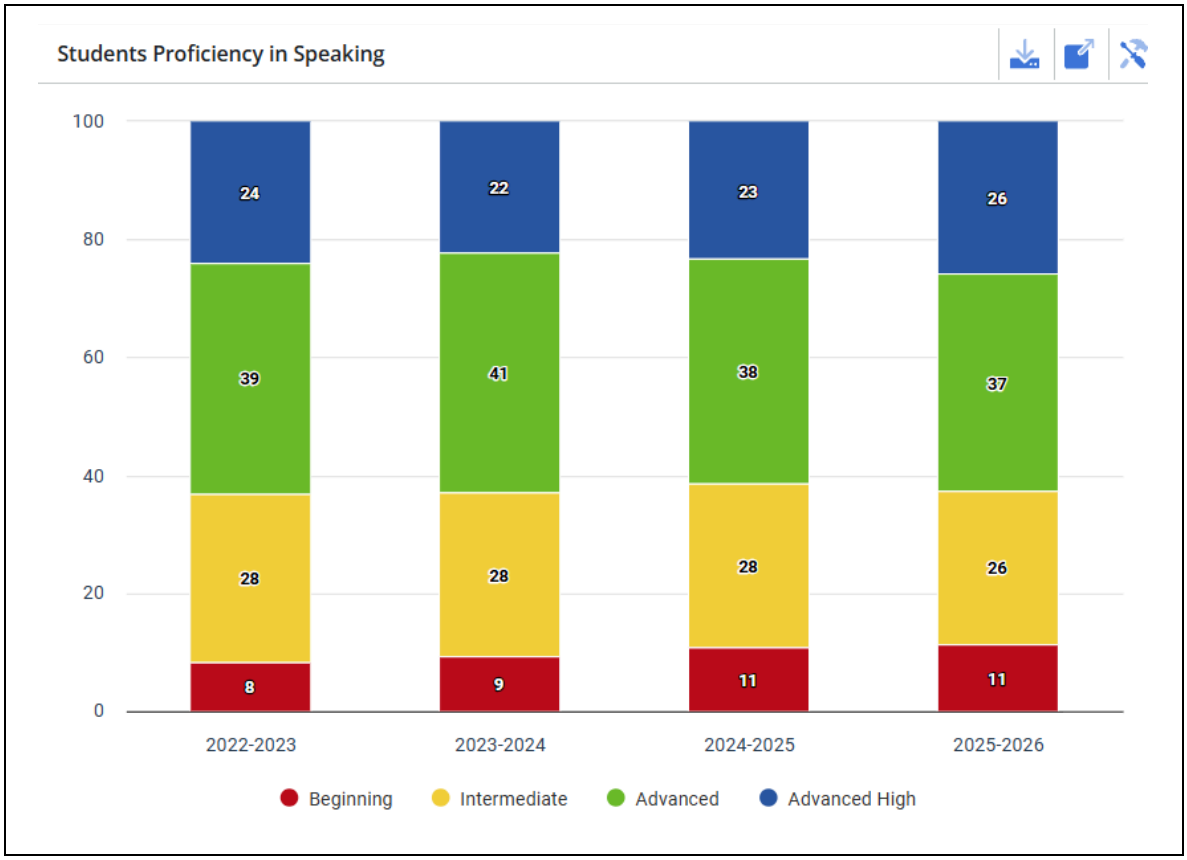
STAAR

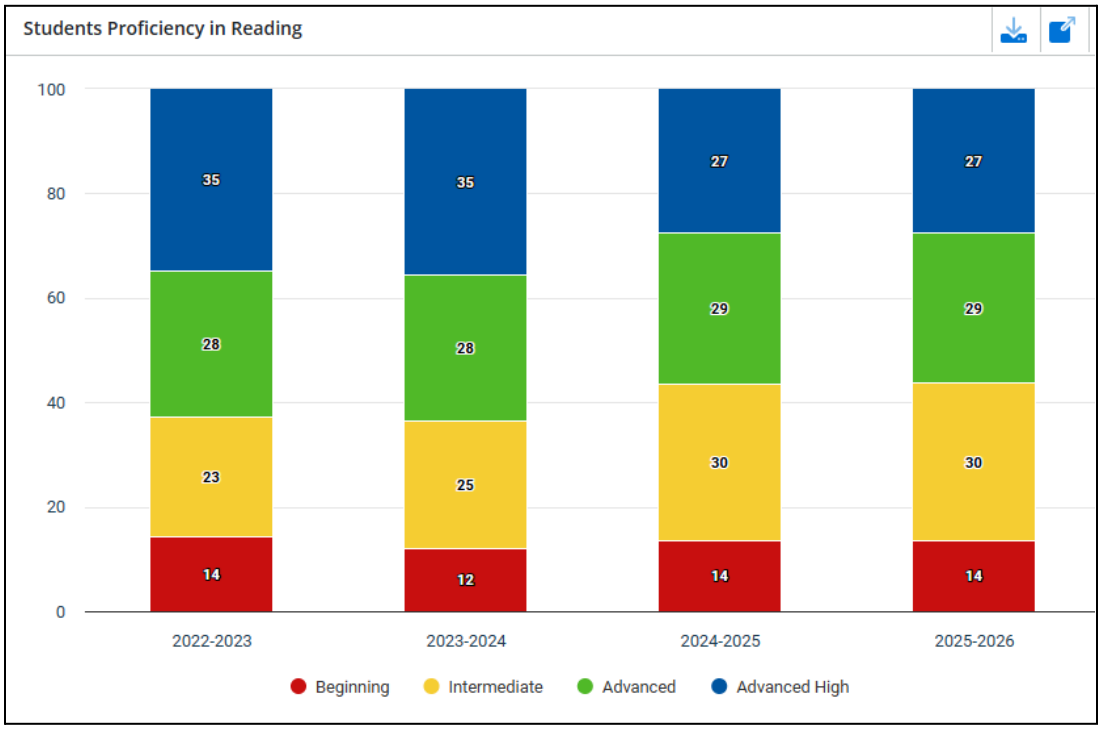
Assessment / Subject	EB Students Tested	Approaches+	Meets+	Masters
STAAR Math	1067	29%	25%	13%
STAAR RLA	1209	26%	27%	7%
STAAR Science	397	34%	20%	8%
STAAR Social Studies	223	27%	18%	6%
EOC English I	142	24%	20%	0%
EOC English II	154	16%	29%	0%
EOC Algebra I	115	37%	25%	13%
EOC Biology	115	42%	34%	10%
EOC U.S. History	223	27%	18%	6%

Texas English Language Proficiency Assessment System (TELPAS)






Students Proficiency in Speaking
100
80
60
40
20
0
24
39
28
8
22
41
28
9
23
38
28
11
26
37
26
11
2022-2023
2023-2024
2024-2025
2025-2026
Beginning
Intermediate
Advanced
Advanced High


Students Proficiency in Reading
100
80
60
40
20
0
35
28
23
14
35
28
25
12
27
29
30
14
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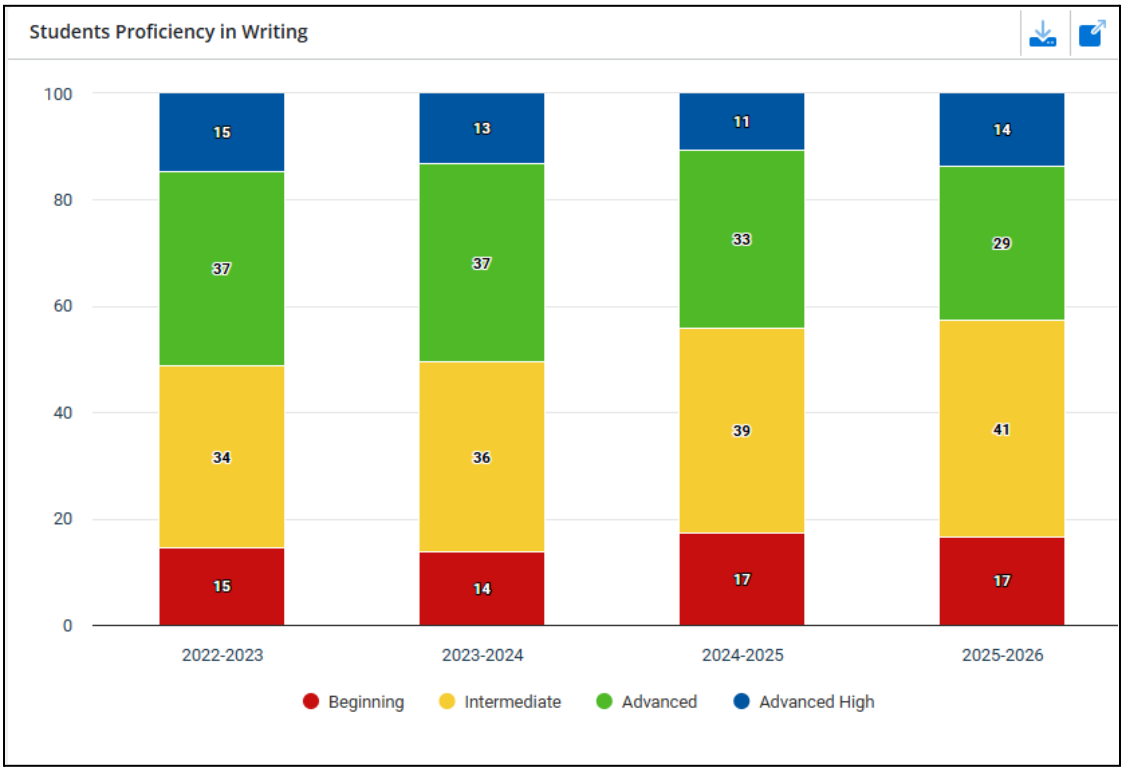
29
30
14
2022-2023
2023-2024
2024-2025
2025-2026
Beginning
Intermediate
Advanced
Advanced High


Students Proficiency in Writing
100
80
60
40
20
0
15
37
34
15
13
37
36
14
11
33
39
17
14
29
41
17
2022-2023
2023-2024
2024-2025
2025-2026
Beginning
Intermediate
Advanced
Advanced High

Spanish Reading Projected Proficiency Elementary (NWEA MAP)

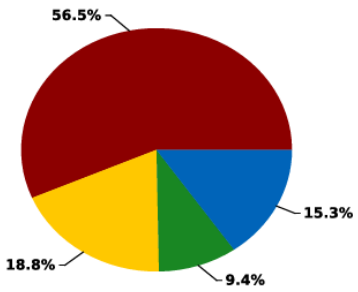
Language Arts: Reading (Spanish)

Bush Elementary

Projected to: **State of Texas Assessments of Academic Readiness (STAAR) Spanish** taken in **spring**.

View Linking Study: https://www.nwea.org/state-solutions/texas/

Grade	Student Count	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	48	24	50.0%	12	25.0%	4	8.3%	8	16.7%
4	37	24	64.9%	4	10.8%	4	10.8%	5	13.5%
Total	85	48	56.5%	16	18.8%	8	9.4%	13	15.3%



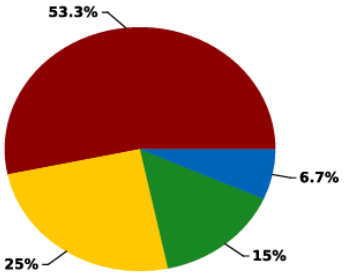
Language Arts: Reading (Spanish)

Cox Elementary

Projected to: **State of Texas Assessments of Academic Readiness (STAAR) Spanish** taken in **spring**.

View Linking Study: https://www.nwea.org/state-solutions/texas/

Grade	Student Count	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	26	12	46.2%	10	38.5%	2	7.7%	2	7.7%
4	34	20	58.8%	5	14.7%	7	20.6%	2	5.9%
Total	60	32	53.3%	15	25.0%	9	15.0%	4	6.7%



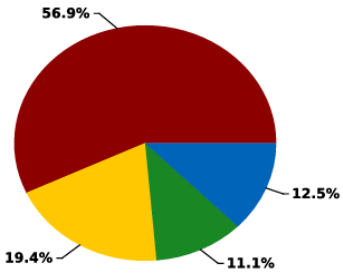
Language Arts: Reading (Spanish)

Groves Elementary

Projected to: **State of Texas Assessments of Academic Readiness (STAAR) Spanish** taken in **spring**.

View Linking Study: https://www.nwea.org/state-solutions/texas/

Grade	Student Count	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	35	18	51.4%	9	25.7%	1	2.9%	7	20.0%
4	37	23	62.2%	5	13.5%	7	18.9%	2	5.4%
Total	72	41	56.9%	14	19.4%	8	11.1%	9	12.5%



Spanish Reading Projected Proficiency Intermediate (NWEA MAP)

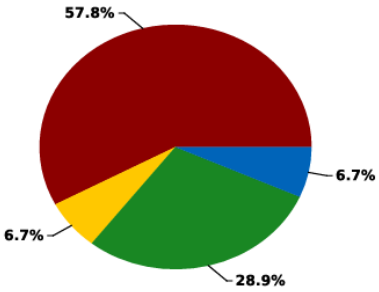
Language Arts: Reading (Spanish)

Draper Intermediate

Projected to: **State of Texas Assessments of Academic Readiness (STAAR) Spanish** taken in **spring**.

View Linking Study: https://www.nwea.org/state-solutions/texas/

Grade	Student Count	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	45	26	57.8%	3	6.7%	13	28.9%	3	6.7%
Total	45	26	57.8%	3	6.7%	13	28.9%	3	6.7%



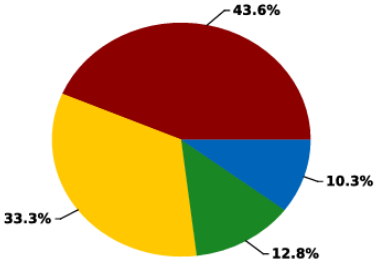
Language Arts: Reading (Spanish)

Harrison Intermediate

Projected to: **State of Texas Assessments of Academic Readiness (STAAR) Spanish** taken in **spring**.

View Linking Study: https://www.nwea.org/state-solutions/texas/

Grade	Student Count	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	39	17	43.6%	13	33.3%	5	12.8%	4	10.3%
Total	39	17	43.6%	13	33.3%	5	12.8%	4	10.3%



Major Expenditures of Title III / State BEA Funds

- Paraprofessional support for EB campuses
- Supplemental materials for ESL and Dual Language classrooms
- Additional Bilingual Learning Specialist to support Dual Language 3rd and 4th grades
- Professional Development for EB teachers and administrators
    - La Cosecha Bilingual Education Conference
    - Biliteracy training for all Kinder - 4th grade teachers
    - ELPS Implementation

Bilingual Exception and ESL Waiver

Bilingual Exceptions
If 20 or more EB students in any grade level speak the same language (other than English) the district is required to provide a bilingual program in the specific language, or apply for a bilingual exception with TEA. In 2024-2025, Wylie ISD applied for and received a bilingual exception in the following languages. Students falling under the bilingual exception receive ESL services in lieu of bilingual education.

- Amharic
- Arabic
- Urdu
- Vietnamese

ESL Waiver
29 classroom teachers were on the ESL waiver as teachers serving EB students without an ESL certification. 11 of the 29 teachers are now ESL certified.

Bilingual / EB Professional Development Focus

Professional Development

- Focus on Biliteracy professional development for dual language teachers in Kindergarten -4th grades
- Provide Biliteracy professional development for all elementary learning specialists
- Provide Planning day for Dual Language teachers across grade levels
- Training provided on new English Language Proficiency Standards (ELPS) and Content Based Language Instruction (CBLI)
- Bilingual Learning Specialists and ELAR Learning Specialist collaborate to support and bridge writing instruction from one language to another
- Include Dual Language/ESL teachers in core content training and PLCs
- Create “bridging” documents for students to bridge academic vocabulary from one language to the other

Action Plan

ESL Teachers creating priority list of students

- Students who made little or no progress
- # of years in US schools?
- Other factors besides language acquisition

Progress monitor Speaking and Listening with Lexia English Language Development

- Lexia platform
- Responsive learning in Listening and Speaking
- Integrates Listening and Speaking with math, science, and social studies
- Provides teacher lessons based on student progress

CONSENT ITEM

DATE: October 6, 2026

DEPARTMENT/DIVISION: Office of the Superintendent

SUBJECT: District and Campus Improvement Plans 2026-2027

BACKGROUND INFORMATION:
As stated in TEC 11.252, the purpose of the District Improvement Plan is to guide the central office and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators adopted under TEC 39.053.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Amanda Martin, Chief of Staff

Wylie Independent School District

2026-2027 District Improvement Plan

Campus Improvement Plans can be found at this link: https://drive.google.com/drive/folders/1HOmtWwhN2A5jncUfPTh2-O7tv2UF3hsf?usp=drive_link

Generated by Plan4Learning.com
September 28, 2026 at 02:19 PM

Mission Statement

The mission of the Wylie Independent School District is to sustain a culture of high expectations while valuing unity, relationships, and trust.

Vision

Unified for Excellence

Value Statement

- Character and community values are essential to building responsible citizens.
- High expectations and accountability should be expected from all students and staff.
- Exemplary employees make an exemplary difference.
- As Wylie ISD grows, we will sustain our level of excellence in all operations.
- Wylie ISD graduates must be challenged and equipped to succeed in the 21st Century.

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Comprehensive Needs Assessment

Demographics

Summary

Wylie Independent School District is a fast growing school system in southern Collin County, 24 miles northeast of Dallas. Covering 41 square miles, the district of approximately 18,700 students serves the City of Wylie as well as families in the surrounding communities of Sachse, Murphy, Lucas, Lavon and St. Paul. Wylie ISD has 20 campuses including two 6A high schools, one alternative high school, three junior high schools (grades 7 and 8), three intermediate schools (grades 5 and 6) and eleven elementary campuses (grades Pre-K through 4).

Wylie ISD offers an outstanding academic program with a focus on character education beginning in elementary school, also known as Wylie Way. The curriculum includes a wide range of programs from culinary arts to television production. The district emphasizes technology in the classroom and as a communications tool for parents. The district is currently in the middle of a bond building project which will expand several of our campuses to accommodate our growing population.

District's demographic student makeup as of October 2025:

African American 15.8%
Hispanic 21.7%
White 38.15%
American Indian .3%
Asian 18.2%
Pacific Islander .08%
Two or More Races 5.7%

Economically Disadvantaged 27.48%

Limited English Proficient (LEP) 16.24%

Special Education 16.77%

Dyslexia 7.26%

GT 11.7%

The 23-24 TAPR also reports the following teaching staff breakdown by ethnicity, years of experience and degrees obtained:

Teachers by Ethnicity:
African American 12.6%
Hispanic 30.1%
White 53.4%
American Indian .3%
Asian 2.1%
Pacific Islander 0.1%
Two or More Races 1.3%

Teachers by Highest Degree Held:
No Degree 2.5%
Bachelors 71.7%
Masters 24.9%
Doctorate 0.8%

Teachers by Years of Experience:
Beginning Teachers 8.7%
1-5 Years Experience 27.4%
6-10 Years Experience 20.2%
11-20 Years Experience 27.1%

Over 20 Years Experience 16.7%

Number of Students per Teacher 14.7.

Student Learning

Summary

Based on 2025 scores
-Wylie ISD received an A overall rating, with a 92 out of 100 earned.
-Wylie ISD received an A rating in Student Achievement,
-Wylie ISD received a B in School Progress
-Wylie ISD received a A rating in Closing the Gaps
-All Wylie ISD campuses received an A rating.
-All Wylie ISD campuses received at least one of their eligible distinctions, and five campuses received all eligible distinctions.
-Wylie ISD was the only district with over 10,000 students to receive an A as a district and every campus to receive an A, as well.
-The district received the one and only eligible distinction of post-secondary readiness.
-Most recent graduation rates:

- 4-year 99%
- 5-year 98.8%
- 6-year 98.8%

-84% qualified for the criteria of CCMR.
-Wylie ISD dropout rate is 0.1%.
-Wylie ISD's dual credit enrollment is 36% of eligible students.

District Processes & Programs

Summary

Wylie ISD is served by an administrative team of a Superintendent, four Assistant Superintendents: Curriculum & Instruction, Human Resources, Student Services, and Finance & Operations, as well as a Chief of Staff and Chief Communications Officer. Each assistants' department contains directors who manage programs serving throughout the district. A series of instructional specialists in the content areas are assigned by grade-spans and work with individual campus's professional learning teams to facilitate the delivery of the district's highly effective written curriculum.

The district uses a new hire mentor program to support first year teachers to provide a week of new teacher training prior to teacher in-service along with short after school meetings throughout the year. New teachers have access to all the on-line and after school professional development available through the district. Monies are provided through campus funds, as well as, through state and federal program allotments to allow teacher to attend just in time trainings for our programs of instruction.

The district has instructional facilitators paid with Title I funding at five of its campuses. Title III funding is also used at many campuses in the district to provide additional services for EL population needs.

Wylie ISD's main tool for ensuring academic success for all students in Professional Learning Communities (PLCs), which focus conversations on four questions: What do we want our students to learn? How we will know if they have learned it? How do we respond when some students do not learn it? How do we respond when students have already learned it?

Tight systems and ongoing analysis of progress are essential to the success of the district.

Perceptions

Summary

The cornerstone of the Wylie Independent School District culture and climate is based on achieving excellence through unity and trust. The beliefs, vision and goals of our organization are based on the understanding that the school belongs to the community and educating the whole child is paramount to building a better society. Educating kids the Wylie Way is about focusing on strengths, not failure, and instilling core ethical values, not excuses. The Wylie Way assures each student is provided a plan and a pathway towards a future career, and most importantly the assurance that every student has a positive relationship with a caring adult that guides them towards success. The Wylie Way is about wonderful teachers helping students forge their pathway towards achieving their best tomorrow, while making their world a better place.

Measurements to assess both culture and climate include annual parent, student and faculty perceptions of equity, values and strength of relationships between all three.

From this annual survey, Wylie ISD comprehensively, proactively and intentionally designs and adjusts plans, policies to enhance to promote a school climate and culture of excellence.

Wylie's District-Wide Educational Improvement Committee consists of multiple members from the community, local business and from the parent population as prescribed by the district's board policies.

We have several types of community partnerships. They range from campus “spirit night” at local restaurants to our stadium video board sponsors and we continue to add new partners as our business base grows. We also have CIA-Communities in Action. As a school district we have a unique view of our community through the eyes of our students. Having the opportunity to engage our community through the eyes of these students has given us the ability to identify a way to partner with our local churches and businesses to celebrate some of the great things about Wylie. What we have seen is a need for us to come together to become the change we want to see for our future.

Goals

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

Performance Objective 1

5th-12th grade students will increase their Hope score at least 1%.

Evaluation Data Source: Hope scores

Strategy 1

Al students will participate in Respect and Responsibility Wylie Way activities including Wylie Way Day during the 1st nine weeks of school.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Strategy 2

All students will participate in Caring & Giving Wylie Way activities including Unity Day and Relationships during the 2nd nine weeks of school.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Strategy 3

All students will participate in Grit and Preparation Wylie Way activities including Map Your Future Day and College Week during the 3rd nine weeks of school.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Strategy 4

All students will participate in Gratitude & Celebration Wylie Way activities included Day of Happiness, Day of Gratitude, and Day of Celebration during the 4th nine weeks of school.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Performance Objective 2

Grades 5-12 teachers will score above 81% on the student relationships survey

Evaluation Data Source: Relationship Survey scores

Strategy 1

Professional development sessions of quality lesson planning, classroom and behavior management techniques, relationship building techniques and other topics will be presented throughout the year to teachers at campus administrators' assignment.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Performance Objective 3

100% of 8th grade parents will be invited to multiple cross district events for 8th grade course planning nights, parent education
nights and parent/student events to increase parent awareness.

Evaluation Data Source: Parent Communications, Sign-in sheets

Strategy 1

District will invite 100% of parents to support students as they transition between grade level schools as planned by the campuses.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Performance Objective 4

By the end of the year, according to PEIMS data, student behavior incidents will decrease by 10% from the 24-25 school year.

Evaluation Data Source: Discipline records, counseling referrals, compliance trainings

Strategy 1

Self-management and responsible decision-making strategies will be taught to students through relational practices using
relational skills on a weekly basis.

Strategy's Expected Result/Impact: As students develop better self-management and decision-making skills, there should be a noticeable decline in behavioral incidents, leading to a more orderly and conducive classroom environment. Engaging in relational practices regularly can make students feel more connected and valued, leading to higher levels of engagement and participation in class.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

Strategy 2

Conflict resolution strategies will be taught to all students through relational practices. (See Positive Character Trait Curriculum
Standards Addendum)

Strategy's Expected Result/Impact: Beyond the immediate goal of reducing incidents, this strategy will also contribute to long-term improvements in student behavior, as students who learn effective conflict resolution skills are likely to carry those skills forward into future situations.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

Strategy 3

Students identified in grades K-2 that have behavioral interventions in place with little to no progress documented, will receive
direct teaching in social skills and learn to manage their own behavior in a structured, therapeutic setting through the HOPE program.

Strategy's Expected Result/Impact: The restorative setting of the HOPE program provides a more intensive and supportive environment than typical classroom interventions. This environment is designed to address the root causes of behavioral issues, offering personalized strategies and support that should lead to measurable progress in these students' behavior.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

Strategy 4

All staff members will follow the district's bully prevention procedures and the district's policy on bullying.

Strategy's Expected Result/Impact: By addressing bullying promptly and effectively, the strategy can prevent minor incidents from escalating into more serious behavior problems. This proactive approach is crucial in achieving the 10% reduction in overall behavior incidents.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

Strategy 5

Educational programs and resources concerning dating violence will be offered annually. The Texas Attorney General's office will share information that includes recognizing and responding to dating violence, including contact information for help.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Performance Objective 5

Wylie ISD will provide responsive services to 100% of student outcries, in a professional, ethical, and caring manner.

Strategy 1

Student searches on district Chromebooks related to harm towards themselves or others will be reported to the school
administration through Linewize.

Strategy's Expected Result/Impact: The use of Linewize to monitor and report concerning searches will allow the school administration to quickly identify students who may be at risk of harming themselves or others. This timely identification is crucial for intervening early and providing the necessary support.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

Strategy 2

Student outcries will be communicated with parents through various methods (phone calls and written notifications). Communications will include information for outside resources available to students and families. (see Responsive Services Protocol Addendum)

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Strategy 3

Counselors at each campus will provide training to all staff members on suicide prevention.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Performance Objective 6

Wylie ISD will decrease total SPED Disciplinary Removals by 10 students- specifically students receiving ISS or OSS.

Evaluation Data Source: RDA Report
Discipline Records

Strategy 1

Work with the Student Services Department to provide de-escalation training and a monthly communication; reviewing discipline suggestions for all teachers.

Strategy's Expected Result/Impact: By equipping teachers with de-escalation techniques and providing regular guidance on discipline, the goal is to prevent behaviors that lead to disciplinary removals.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

Strategy 2

Student Services Departments will review discipline reports at the end of each grading period and work with administrators to
meet the discipline needs of their students.

Strategy's Expected Result/Impact: By reviewing discipline reports regularly, the Student Services Departments in Conjunction with Sped Department can identify SPED students who are at risk of receiving ISS or OSS. This allows for the development of targeted interventions tailored to the specific needs of these students, helping to prevent further disciplinary removals.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December **March** **June**

Strategy 3

Special Ed students identified in grades 3-5 that have behavioral interventions in place with little to no progress will receive direct teaching in social skills and learn to manage their own behavior in a structured, therapeutic setting through Sierra Schools program.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December **March** **June**

Strategy 4

Special education staff will be trained in restraint-free crisis management and trauma-informed care.

Staff Responsible for Monitoring: Executive Director of Special Education

Funding Sources: Title II, , IDEA,

Formative Reviews

December **March** **June**

Goal 2

Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 1

☑ **HB3 Goal**

By June 2029, 79% of third grade students will meet expectations as measured by the STAAR Grade 3 Reading test.

Evaluation Data Source: STAAR Data

Strategy 1

Campuses will hold weekly math PLCs to evaluate student learning and plan instruction.

Staff Responsible for Monitoring: Executive Director of Elementary Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 2

Elementary Learning Specialists will provide provide professional development.

Staff Responsible for Monitoring: Executive Director of Elementary Curriculum

Formative Reviews

December	March	June

Strategy 3

Curriculum Leaders on each elementary campus will provide model RLA lessons in classrooms and share best practices with other elementary teachers across the district.

Staff Responsible for Monitoring: Executive Director of Elementary Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 4

Reading intervention teachers will identify struggling readers on each campus during weekly PLCs and will provide specific intervention for each struggling student as frequently as needed.

Staff Responsible for Monitoring: Executive Director of Elementary Curriculum

Funding Sources: Early Education,

Formative Reviews

December	March	June

Strategy 5

All 3rd grade students will take NWEA MAP three times annually enabling teachers to use data to guide instruction.

Staff Responsible for Monitoring: Executive Director of Elementary Curriculum

Formative Reviews

December	March	June

Strategy 6

Special Education Staff will be trained to work with students who have dyslexia.

Staff Responsible for Monitoring: Executive Director of Special Education

Funding Sources: IDEA, , Title II,

Formative Reviews

December	March	June

Performance Objective 2

By June 2029, 78% of third grade students will meet expectations as measured by the STAAR Grade 3 Math test.

Evaluation Data Source: STAAR data

Strategy 1

Campuses will hold weekly math PLCs to evaluate student learning and plan instruction.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 2

Elementary learning specialists will provide math professional development for math teachers.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Formative Reviews

December	March	June

Strategy 3

Curriculum Leaders on each elementary campus will provide model math lessons in classrooms and share best practices with other elementary teachers across the district.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 4

Math teachers will use MAP data to identify Tier 2 and 3 students in need of support.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Formative Reviews

December	March	June

Strategy 5

All 3rd grade students will take NWEA MAP three times annually enabling teachers to use data to guide instruction.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Formative Reviews

December	March	June

Strategy 6

Curriculum Leaders on each elementary campus will provide model math lessons in classrooms and share best practices with other elementary teachers across the district.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Performance Objective 3

The percentage of students scoring Approaches, Meets and Masters will increase by 1% on math STAAR grades 5-8 and Algebra 1 EOC.

Evaluation Data Source: STAAR / EOC data

Strategy 1

Teachers will participate in weekly Math PLCs to evaluate student progress and plan instruction.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 2

Math learning specialists will provide math professional development to classroom teachers.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Strategy 3

Curriculum Leaders will provide model math lessons in classrooms and share best practices with other elementary teachers across the district.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum, Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 4

Building Thinking Classrooms professional development will be provided to math teachers.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December **March** **June**

Performance Objective 4

The percentage of students scoring Approaches, Meets and Masters will increase by 1% on RLA STAAR grades 5-8 and English 1 EOC.

Evaluation Data Source: STAAR / EOC data

Strategy 1

Teachers will participate in weekly RLA PLCs to evaluate student progress and plan instruction.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December **March** **June**

Strategy 2

RLA learning specialists will provide RLA professional development to classroom teachers.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December **March** **June**

Strategy 3

Reading and writing consultants will provide professional development for 5th-8th grade reading and writing teachers.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December **March** **June**

Strategy 4

Curriculum Leaders will provide model math lessons in classrooms and share best practices with other elementary teachers across the district.

Strategy's Expected Result/Impact: Executive Director of Elementary and Intermediate Curriculum, Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December **March** **June**

Strategy 5

Special Education Staff will be trained to work with students who have dyslexia.

Staff Responsible for Monitoring: Executive Director of Special Education

Funding Sources: Title II, , IDEA,

Formative Reviews

December **March** **June**

Performance Objective 5

All campuses will identify and provide interventions for students who are at risk of academic failure.

Evaluation Data Source: MAP data, State Assessment Data

Strategy 1

Campus RtI committees will use universal screener data to identify students at risk of academic failure and will meet on a regular basis to review progress monitoring data and interventions for students in RtI.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 2

Special services department will provide training on identifying at-risk students to all new hires.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 3

Campuses will provide specific interventions for students in MTSS and progress monitor student growth in the area of need.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 4

100% of kindergarten-8th grade core subject teachers will be trained in using NWEA MAP growth reports and growth continuum reports to plan instruction.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Performance Objective 6

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

Evaluation Data Source: TEHCY budget

Strategy 1

Provide professional development for counselors and staff regarding the needs of the McKinney-Vento Act students

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 2

Utilize data to increase the awareness and needs of the McKinney-Vento Act students.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 3

Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, transportation and other items specific to grant guidance to meet the needs of students experiencing homelessness.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: TEHCY, , Title I,

Formative Reviews

December	March	June

Performance Objective 7

The percentage of Emergent Bilingual students scoring Approaches, Meets and Masters will be within 7% of their general education cohorts on RLA STAAR or English I EOC.

Evaluation Data Source: STAAR / EOC data

Strategy 1

Bilingual learning specialists will provide provide professional development for dual language teachers.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title III - LEP, , State BEA ,

Formative Reviews

December	March	June

Strategy 2

Students will receive small group instruction from a certified teacher with the support of a bilingual/ESL paraprofessional. Highly qualified paraprofessionals will work under the guidance of bilingual and ESL certified teachers to meet the needs of EB students.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title IV, , Title III - LEP,

Formative Reviews

December	March	June

Strategy 3

Dual Language teachers will attend annual dual language professional development.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title II, , Title III - LEP,

Formative Reviews

December	March	June

Strategy 4

10% of parents of EB students will attend at least one parent or family engagement activity

specific to EB students.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title III - LEP,

Formative Reviews

December	March	June

Strategy 5

10% of families of EB students will attend at least one parent or family engagement activity specific to EB students.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Performance Objective 8

The percentage of Title I students scoring Approaches, Meets and Masters will be within 7% of their general education cohorts on RLA STAAR.

Evaluation Data Source: STAAR data

Strategy 1

Students served by Title I Facilitators will meet their expected RIT growth.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: 5 Title I,

Formative Reviews

December	March	June

Strategy 2

Title I students will receive small group instruction from a certified teacher with the support of a Title I paraprofessional. Highly qualified paraprofessionals will work under the guidance of Title I

Facilitators to meet the needs of Title I students.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title I,

Formative Reviews

December	March	June

Performance Objective 9

100% of campuses will meet Progress in Achieving EL Proficiency in the Closing the Gaps Domain.

Evaluation Data Source: TELPAS data

Strategy 1

Kindergarten-4th grade teachers will implement biliteracy in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title IV, , Title III - LEP, , Title III-A Immigrant,

Formative Reviews

December	March	June

Strategy 2

District and campus leadership will provide continued professional development for dual language teachers.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title III - LEP, , Title II,

Formative Reviews

December	March	June

Strategy 3

ESL teachers will meet monthly for PLCs facilitated by lead ESL teacher.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 4

ESL teachers will provide support and share best practices with classroom teachers who have EB students in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 5

ESL teachers and classroom teachers will implement The Fundamental Five in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 6

ESL teachers will implement Lexia English lessons in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title III-A Immigrant,

Formative Reviews

December **March** **June**

Strategy 7

Under the guidance of ESL certified teachers, paraprofessionals will support language development through small group instruction with EB students.

Funding Sources: Title III - LEP, , Title IV, , Title III-A Immigrant,

Formative Reviews

December **March** **June**

Strategy 8

Select EB students will attend TELPAS preparation classes.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title IV,

Formative Reviews

December **March** **June**

Performance Objective 10

100% of non-EB students enrolled in dual language will make one year's growth on Spanish MAP Reading.

Evaluation Data Source: MAP data

Strategy 1

Kindergarten-4th grade teachers will implement biliteracy in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December **March** **June**

Strategy 2

District and campus leadership will provide continued professional development for dual language teachers.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title III - LEP, , Title II,

Formative Reviews

December	March	June

Performance Objective 11

At least 75 community members will participate in community engagement and outreach services.

Evaluation Data Source: Sign-in sheets

Strategy 1

Offer adult ESL and GED classes in attendance zones for both high school feeder patterns. through a partnership with Collin College.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Performance Objective 12

Support, coordinate, and integrate services with early childhood programs and the transition from early childhood programs to kindergarten at students elementary campus.

Evaluation Data Source: Parent communication, sign in sheets

Strategy 1

PreK students will be invited to kindergarten round up activities.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 2

Elementary staff at a student's home campus will be invited to staffing and ARDs for students in early childhood programs.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Strategy 3

Early childhood learning specialist will provide vertically aligned professional development to PreK, kinder and 1st grade teachers.

Staff Responsible for Monitoring: Executive Director of Elementary Curriculum

Formative Reviews

December	March	June

Performance Objective 13

Increase the number of students in Early Childhood Special Education Programs receiving services in the general education setting by at least 5 more students than the previous year.

Evaluation Data Source: Class rosters, RDA reports

Strategy 1 ☑ Results Driven Accountability

Therapists will meet with general education teachers to find ways to integrate therapy with curriculum and lessons taught in the classroom.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Strategy 2

Review data collections with Learning Specialists at least 3 times per year to determine correct programming for students in early childhood special education programs to ensure students are receiving instruction in their LRE.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Performance Objective 14

The percentage of students in special education scoring Approaches, Meets and Masters will increase by 1% on STAAR and STAAR-ALT in all tested subjects and grade levels.

Evaluation Data Source: STAAR and STAAR-Alt data

Strategy 1

Continuous training will be provided in writing individualized IEPs working to improve PLAAFPs and Goals in an effort to meet student's individual needs.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Strategy 2

Teachers will meet with learning specialists to analyze data to ensure critical skill deficits are addressed in student's IEPs.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Performance Objective 15

Maintain the special education graduation rate of at least 90% as reflected in the Closing the Achievement Gap Domain.

Evaluation Data Source: Graduation rate

Strategy 1

Continuous training will be provided in writing individualized IEPs working to improve PLAAFPs and Goals in an effort to meet student's individual needs.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Strategy 2

Teachers will meet with learning specialists to analyze data to ensure critical skill deficits are addressed in student's IEPs.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

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

Performance Objective 1

Increase by 5% annually the number of students who participate and number of students who make the all-region bands and choirs in grades 7-12

Evaluation Data Source: All-Region rosters

Strategy 1

Provide increased amount of music instruction in group and individual settings.

Staff Responsible for Monitoring: Executive Director of Fine Arts

Formative Reviews

December	March	June

Performance Objective 2

100% of student-athletes will exhibit high behavioral standards and good sportsmanship.

Evaluation Data Source: Discipline referrals for student-athletes

Strategy 1

Student-athletes will be held accountable for their behaviors through the WISD Extracurricular Code of Conduct.

Staff Responsible for Monitoring: Executive Director of Athletics

Formative Reviews

December	March	June

Performance Objective 3

Develop and implement sport-specific philosophies and programs at all levels in all sports that promote

success.

Evaluation Data Source: # of students transitioning from junior high to high school sports.

Strategy 1

Increase collaboration between campuses through the alignment of athletic programs, scheduling, and the development of a comprehensive transition plan from JH to HS.

Strategy's Expected Result/Impact: Increase in alignment between our JH and HS athletic programs

Staff Responsible for Monitoring: Executive Director of Athletics

Formative Reviews

December	March	June

Performance Objective 4

Develop student-athletes who demonstrate success off the fields and courts by participating in community and school-based activities and achieving academic recognition in the classroom.

Evaluation Data Source: # of students participating in community and school-based activities, # of Academic All-District and Academic All-State student-athletes

Strategy 1

Implement student-athlete character building programs on each junior high and high school campus

Strategy's Expected Result/Impact: Improve student-athletes' community and school-based volunteerism

Staff Responsible for Monitoring: Executive Director of Athletics

Formative Reviews

December	March	June

Strategy 2

Recognize and celebrate those student-athletes who achieve Academic All-State in the classroom.

Staff Responsible for Monitoring: Executive Director of Athletics

Formative Reviews

December	March	June

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

Performance Objective 1

Retain at least 90% of teachers either in their current classroom role or within another district position.

Evaluation Data Source: Personnel data, PCF's

Strategy 1

Evaluate professional development offerings for new hires to ensure that these trainings are supporting their needs.

Staff Responsible for Monitoring: Director of Recruitment & Retention

Formative Reviews

December	March	June

Strategy 2

Provide ongoing district and campus level mentoring support for zero year teachers. Meet monthly with Lead Mentors to get feedback and support needed.

Staff Responsible for Monitoring: Director of Recruitment & Retention

Formative Reviews

December	March	June

Strategy 3

Provide staff wide professional development at the beginning of the year regarding leadership, communication, climate and culture, motivation, and engagement.

Staff Responsible for Monitoring: Director of Professional Development

Funding Sources: Title II,

Formative Reviews

December	March	June

Performance Objective 2

Retain or promote at least 90% of campus leaders.

Evaluation Data Source: Personnel data, PCF's

Strategy 1

Human Resources team will work closely with Campus Administrators on all areas of personnel, beginning with a campus visit early in the school year. Monitoring will continue through the semester. A second meeting with the HR team and campus admin will occur in early spring.

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

December	March	June

Strategy 2

Conduct new administrator training in conjunction with monthly staff meetings.

Strategy's Expected Result/Impact: Campus administrators new to Wylie ISD will learn the systems and procedures for effective campus management. They will hear from various district leaders from different departments so that 2-way communication regarding expectations can happen.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources

Formative Reviews

December	March	June

Performance Objective 3

Hire at least 50% of new campus administrators from within the district.

Evaluation Data Source: Personnel data, PCF's

Strategy 1

Conduct district leadership skill training for potential future campus leaders ("Leading the Wylie Way") 6 times throughout the year. Solicit participants from current campus leaders.

Staff Responsible for Monitoring: Director of Recruitment & Retention

Formative Reviews

December	March	June

Strategy 2

Provide opportunity for current employees to participate in the Texas Tech University Master of Education program to earn their principal certification.

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

December	March	June

Performance Objective 4

Show appreciation for teachers at 100% of campuses during teacher appreciation week and throughout the entire year.

Evaluation Data Source: Scheduled teacher appreciation events
PTA meeting agendas

Strategy 1

Campus leadership will coordinate with campus PTA to provide teacher appreciation activities.

Staff Responsible for Monitoring: Director of Recruitment & Retention

Formative Reviews

December	March	June

Performance Objective 5

100% of teachers providing ESL services to EL students will be ESL certified.

Evaluation Data Source: Teacher roster and certifications

Strategy 1

Special Services will reimburse teachers for ESL exam and provide a substitute or supplemental pay for teachers taking their ESL exam.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Performance Objective 6

Develop staff members through district-sponsored higher education pathways and support for aspiring teachers seeking certification.

Evaluation Data Source: Enrollment in and completion of continuing education programs; tracking completion of alternative certification processes for paraprofessionals and long-term substitutes who become teachers.

Strategy 1

Develop continuing education partnerships with local colleges and universities.

Staff Responsible for Monitoring: Assistant Superintendent for HR

Formative Reviews

December	March	June

Strategy 2

Share opportunities for continuing education with all employees through the superintendent brief.

Strategy's Expected Result/Impact: Employee enrollment in higher education opportunities.

Staff Responsible for Monitoring: Assistant Superintendent for HR

Formative Reviews

December	March	June

Strategy 3

Meet regularly with uncertified staff serving in classroom teacher role so that these employees are supported and encouraged along their pathway to certification.

Strategy's Expected Result/Impact: Higher percentage of classes served by certified teachers.

Staff Responsible for Monitoring: Executive Director for HR

Formative Reviews

December	March	June

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

Performance Objective 1

Plan campus attendance zoning based on accurate data, equitable priorities, and efficient use of district resources.

Strategy 1

Conduct annual review of campus activities, bus routing and enrollment to determine if any zone changes are required.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources

Formative Reviews

December	March	June

Strategy 2

Meet monthly with demographers to analyze current and potential growth, planning for any potential rezoning.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources

Formative Reviews

December	March	June

Performance Objective 2 ☑ High Priority

Continue to implement and execute the Achieving Zero Deficit Initiative (AZDI) to minimize the 2026-27 deficit.

Evaluation Data Source: The 2026-27 General Fund adopted budget.

Strategy 1

Evaluate staffing and consolidation options.

Strategy's Expected Result/Impact: Identify possible staffing efficiencies to reduce personnel cost.

Staff Responsible for Monitoring: Human Resource and Finance Departments

Formative Reviews

December	March	June

Strategy 2

Evaluate campus and department non-payroll budgets.

Strategy's Expected Result/Impact: Eliminate possible expenditures that will have a minimal impact on student achievement.

Staff Responsible for Monitoring: Finance Department

Formative Reviews

December	March	June

Strategy 3

Evaluate strategies to maximize revenue.

Strategy's Expected Result/Impact: Increase general fund revenue.

Staff Responsible for Monitoring: Senior Leadership

Formative Reviews

December	March	June

Goal 6

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

Performance Objective 1

Wylie ISD will score an 93% / "A" rating for the CCMR domain of the A-F accountability system as reported on TAPR.

Evaluation Data Source: CCMR Data on TAPR, OnData Suites Report

Strategy 1

All grades 9-11 students will participate in the PSAT administration

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Strategy 2

SAT School day will be implemented for 11th grade students in the spring semester.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Strategy 3

High school campuses will conference with all seniors in need of a CCMR indicator to develop a plan to earn indicator prior to graduation.

Strategy's Expected Result/Impact: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Performance Objective 2

2500 students will successfully earn CTE certifications.

Evaluation Data Source: Student Certification data

Strategy 1

Meet 100% of CTE course objectives

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December	March	June

Strategy 2

60% of students will successfully complete a CTE Programs of Study.

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December	March	June

Strategy 3

Career Technical student organizations will be offered for all CTE students.

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December **March** **June**

Strategy 4

100% of CTE teachers will participate in CTE PLCs.

Staff Responsible for Monitoring: Director of CTE

Funding Sources: Title II,

Formative Reviews

December **March** **June**

Performance Objective 3

Additional dual credit courses will be added and the percentage of students enrolled in CTE dual credit will increase by at least 10%.

Evaluation Data Source: dual credit class enrollment and completion rates

Strategy 1

CTE instructors hired under the District of Innovation Plan will complete coursework through TEA or district new teacher training.

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December **March** **June**

Performance Objective 4

Each high school will have a 0% drop out rate.

Evaluation Data Source: Drop out rate / graduation rate

Strategy 1

Offer non traditional instructional methods to students that are at risk of not graduating in the traditional manner.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Strategy 2

All campuses will host a college week in the Spring semester with activities appropriate for each grade level.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Strategy 3

Extend school year two weeks into the summer for students to complete online coursework at Achieve.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Strategy 4

Both high schools will host a FAFSA night to increase awareness and understanding of financial aid opportunities, including the
TEXAS grant program and Teach for Texas Grant Program.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Strategy 5

Both high schools will host a family college night to increase awareness and understanding of college admissions.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Goal 7 Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1

Facilities will meet and exceed state standards set out in Texas Administrative Code (TEC) Title 19 SS61.103 School Safety Requirements

Evaluation Data Source: 100% compliance report from the TEA District Vulnerability Assessment (DVA)

Strategy 1

The repair and maintenance of all exterior doors will be a priority of the facilities department

Strategy's Expected Result/Impact: Building exterior doors will be locked and closed at all times

Staff Responsible for Monitoring: Chief Operations Officer

Formative Reviews

December	March	June

Strategy 2

Silent panic alert systems will be tested and monitored for operational readiness.

Strategy's Expected Result/Impact: An alert system that is reliable and accessible in the event of an emergency

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

December	March	June

Performance Objective 2 ☑ High Priority

Security policy and procedures, including the district Emergency Operations Plan (EOP), will continuously be evaluated and updated to maintain the highest level of security preparedness.

Evaluation Data Source: Texas School Safety Center yearly EOP evaluation and District Vulnerability

Assessment results.

Strategy 1

The district Safety and Security Committee will evaluate EOPs for effectiveness and accuracy

Strategy's Expected Result/Impact: Up to date policy and procedures manual

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

December	March	June

Performance Objective 3

Staff and students will be trained and proficient at Standard Response Protocols (SRP)

Evaluation Data Source: All drills are completed and evaluated for compliance, timeliness and effectiveness.

Strategy 1

Engaging and up to date training materials

Strategy's Expected Result/Impact: Clear understanding of what to do and the proper action is taken when SRP is activated

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

December	March	June

Performance Objective 4

Law enforcement and security staff levels will meet and exceed minimum number of personnel in order to maintain safe campuses.

Evaluation Data Source: The campus police/security positions are fully staffed.

Strategy 1

Continually evaluate the SRO staffing level and make recommendations to the district cities for adjustments to staffing

Strategy's Expected Result/Impact: Adequate law enforcement presence on all campuses in order to investigate and deter criminal offenses

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

December	March	June

Performance Objective 5 ☑ High Priority

Security technologies such as cameras, alert systems and detection devices will be implemented to enhance the security of all campuses

Evaluation Data Source: The camera system has been upgraded along with access control. 5 portable weapons detections systems have been purchased and used for event security

Strategy 1

Implement new technologies or the removing of outdated or ineffective technologies based on the technologies effectiveness to enhance campus security

Strategy's Expected Result/Impact: District security technologies will aid in the detection and deterrence of school discipline or criminal behavior

Staff Responsible for Monitoring: Director of Safety and Security and Chief Information Officer

Formative Reviews

December	March	June

Goal 8 Celebrate our excellence.

Performance Objective 1

District Administration will recognize excellent academic performance for all campuses receiving distinctions.

Strategy 1

Campuses receiving distinctions will be recognized at school board meeting.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Performance Objective 2

All campuses will participate in the Wylie Way Gratitude and Celebration activities during the 4th nine week grading period.

Evaluation Data Source: campus lesson plans, campus social media

Strategy 1

Day of Celebration Senior Walk

Staff Responsible for Monitoring: Director of Wylie Way and Counseling

Formative Reviews

December	March	June

Strategy 2

All students will participate in Day of Gratitude

Staff Responsible for Monitoring: Director of Wylie Way and Counseling

Formative Reviews

December	March	June

Performance Objective 3

All campuses will recognize excellent employees through Teacher of the Year and Paraprofessional of the Year award nominations and selections.

Evaluation Data Source: VLEs, Teacher of the Year at Wylie Way Awards, Campus Climate Survey

Strategy 1

Each campus will nominate a teacher of the year and paraprofessional of the year.

Staff Responsible for Monitoring: Director of Recruitment & Retention

Formative Reviews

December	March	June

Strategy 2

Wylie ISD will nominate an elementary and secondary teacher for Region 10 Teacher of the Year.

Staff Responsible for Monitoring: Director of Recruitment and Retention

Formative Reviews

December	March	June

Strategy 3

Campus winners for Teacher of the Year and Paraprofessional of the Year will be celebrated the the Wylie Way awards.

Staff Responsible for Monitoring: Director of Recruitment & Retention

Formative Reviews

December	March	June

Performance Objective 4

The district will recognize and celebrate the different cultures, ethnicities, nationalities, and other groups that make up our campuses throughout the school year.

Strategy 1

Information and facts on different cultures, ethnicities, and nationalities will be shared with campuses so that they can communicate this with their students, staff, and families.

Staff Responsible for Monitoring: Chief Communications Officer

Formative Reviews

December	March	June

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Wylie Independent School District implements a well-rounded program of instruction aligned to the Texas Essential Knowledge and Skills (TEKS) to meet the academic needs of all students. The district provides high-quality core instruction across content areas, supplemented by enrichment opportunities that support the whole child. Instructional materials, pacing, and assessments are developed by the Curriculum and Instruction Department, including grade-level and content-specific learning specialists, and are consistently implemented across campuses to ensure coherence, rigor, and equitable access.

The district conducts an annual Comprehensive Needs Assessment (CNA) using multiple data sources, including MAP, STAAR, program outcomes, and stakeholder input. Results are used to identify gaps, prioritize needs, and allocate resources. Findings are documented and directly inform district and campus improvement plans, ensuring alignment between needs, strategies, and funded activities.

Wylie ISD implements schoolwide reform strategies grounded in research and focused on improving outcomes for all students, particularly those at risk of not meeting state standards. Evidence of implementation includes job-embedded professional development, collaborative planning (PLCs), and data-driven instruction. Prior to the school year, the district conducts a “Data Day” where teams analyze student data and develop intervention plans at the campus, grade, and student levels, allowing supports to begin at the start of the school year. Ongoing data review, progress monitoring, and administrative oversight ensure implementation fidelity and effectiveness.

Students at risk of academic failure are identified through multiple data points, including universal screeners and state and local assessments. Through the Multi-Tiered System of Supports (MTSS), students receive timely, targeted interventions, with documentation of identification, intervention plans, and progress monitoring regularly reviewed to guide instructional adjustments.

Additional support is provided through evidence-based interventions such as small group instruction, tutoring, and individualized plans. Examples include multi-sensory literacy programs (e.g., Really Great Reading, Take Flight), digital platforms (e.g., Lexia, Lexia English, Progress Learning), and Edgenuity at the secondary level. These supports are designed to accelerate learning and close achievement gaps.

Instructional practices across the district include differentiated instruction, scaffolded supports, and personalized learning. Teachers are supported through professional learning and instructional coaching to ensure effective implementation. Evidence of impact includes student performance data, progress monitoring results, and instructional adjustments based on student need.

Goal 2, All Performance Objectives and Strategies

1.2 Identifying students who may be at risk for academic failure;

Wylie Independent School District identifies and monitors students who may be at risk for academic failure through campus PLC and MTSS teams. Campus and grade level teams meet weekly in PLCs to review data and determine which students may be at risk for academic failure. Students who are identified are referred to the MTSS team for strategic interventions.

Goal 2, Performance Objective 5

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Wylie Independent School District provides additional educational assistance to students identified as needing support through small group instruction, targeted intervention periods, tutoring, and supplemental programs funded by Title I and State Compensatory Education.

Goal 2, Performance Objective 5

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Goal 2, All Performance Objectives and Strategies

Descriptor 2: Teacher Quality

We ensure equitable access to high-quality instruction for low-income students by strategically placing experienced and certified teachers in high-need areas. Wylie ISD actively monitors teacher assignments to prevent minority students from being taught disproportionately by inexperienced or out-of-field teachers, ensuring diversity and competence in teaching staff.

Specific steps to ensure low-income and minority students are taught by effective and experienced teachers who are appropriately certified include

1. Review campus TAPR reports to identify disparities between students and staff and between campuses

2. Review student data at the campus and teacher level to ensure all campuses have high performing teachers placed with low-income or minority students

3. Human Resources focuses on recruitment at job fairs for underrepresented populations

4. Certification reimbursement for teachers who do not yet have appropriate certifications (special education, ESL, GT)

Goal 4, Performance Objectives 1, 2, 5 and 6

Descriptor 3: School Improvement and Support Activities

All campuses received "A" accountability rating. No schools fall under school improvement.

Descriptor 4: Measure of Poverty

Title I, Part A – Poverty Criteria and Allocation Procedures

Wylie Independent School District determines campus poverty levels using multiple data sources, including Free and Reduced-Price Lunch eligibility, Direct Certification, and Economically Disadvantaged status as reported through PEIMS. These measures are used collectively to ensure an accurate and comprehensive identification of student need.

Campuses are ranked annually in descending order based on the percentage of economically disadvantaged students. The district serves campuses in rank order, beginning with those with the highest poverty percentages, in accordance with Section 1113 requirements.

Title I, Part A funds are allocated to eligible campuses using the SC5000 report to ensure a consistent and equitable distribution of funds. Allocations are based on campus poverty percentages and student counts, allowing the district to prioritize resources and provide additional support to campuses with the greatest need. All campuses are served campus wide.

Descriptor 5: Nature of Programs

There are no programs for neglected and delinquent children within Wylie ISD attendance zones.

Descriptor 6: Services to Homeless Children and Youth

Title I, Part A Homeless Reservation worksheets, ESSA Addendum

Goal 2, Performance Objective 6, Strategy 3

Descriptor 7: Parent and Family Engagement Strategy

District Wide Parental Engagement Policy

Descriptor 8: Early Childhood Education Programs and Transition Plans

Goal 2, Performance Objective 12, Strategies 1,3 and 3

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

All Title I campuses in Wylie ISD are School-Wide.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Middle grades to high school:

We implement orientation programs and provide academic counseling to facilitate smooth transitions from middle to high school, emphasizing student preparedness.

High school to postsecondary education:

Wylie ISD partners with local colleges and employers to provide career counseling, dual credit opportunities, and early college programs that prepare students for life after graduation.

Academic and career and technical education content:

We integrate academic learning with career and technical education through coordinated instructional strategies, including project-based learning and real-world applications.

Goal 5, Performance Objective 2, Strategies 1-4

Work-based learning opportunities:

Students participate in internships, apprenticeships, and job shadowing experiences that offer hands-on learning and direct interaction with industry professionals.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Goal 6, Performance Objective 3, Strategy 1

Goal 5, Performance Objective 1, Strategy 1, 2, and 3

Descriptor 11: Discipline Disproportionality

Goal 1, Performance Objective 4, Strategies 1, 2, and 3

Goal 1, Performance Objective 6, Strategies 1, 2 and 3

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Goal 5, Performance Objective 2, Strategies 1-4

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Goal 5, Performance Objective 2, Strategies 1-4

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

ESSA Addendum

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

ESSA Addendum

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 are selected 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(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

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

Funding Summary

Funding Summary

State CTE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,291,367.00
				+/- Difference	**$11,291,367.00**

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,899,654.00
				+/- Difference	**$7,899,654.00**

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3		--	$0.00
2	8	1	5	--	$0.00
2	8	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,246,390.00
				+/- Difference	**$1,246,390.00**

Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4		--	$0.00
2	1	1		--	$0.00
2	1	3		--	$0.00
2	1	6		--	$0.00
2	2	1		--	$0.00
2	2	3		--	$0.00
2	2	6		--	$0.00
2	3	1		--	$0.00
2	3	3		--	$0.00
2	3	4		--	$0.00
2	4	1		--	$0.00
2	4	3		--	$0.00
2	4	4		--	$0.00
2	4	5		--	$0.00
2	7	3		--	$0.00
2	9	2		--	$0.00
2	9	3		--	$0.00
2	9	5		--	$0.00
2	10	2		--	$0.00
4	1	3		--	$0.00
6	2	4		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$340,922.00
				+/- Difference	**$340,922.00**

Title III - LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1		--	$0.00
2	7	2		--	$0.00
2	7	3		--	$0.00
2	7	4		--	$0.00
2	9	1		--	$0.00
2	9	2		--	$0.00
2	9	7		--	$0.00
2	10	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$296,252.00
				+/- Difference	**$296,252.00**

Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	7	2		--	$0.00
2	9	1		--	$0.00
2	9	7		--	$0.00
2	9	8		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$89,828.00
				+/- Difference	**$89,828.00**

Title III-A Immigrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	9	1		--	$0.00
2	9	6		--	$0.00
2	9	7		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$79,006.00
				+/- Difference	**$79,006.00**

TEHCY

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,500.00
				+/- Difference	**$7,500.00**

Perkins Career & Technical

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$114,157.00
				+/- Difference	**$114,157.00**

IDEA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4		--	$0.00
2	1	6		--	$0.00
2	4	5		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,907,924.00
				+/- Difference	**$2,907,924.00**

IDEA Preschool

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,400.00
				+/- Difference	**$2,400.00**

Early Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,895,581.00
				+/- Difference	**$1,895,581.00**

TCLAS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State BEA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,840,369.00
				+/- Difference	**$1,840,369.00**

Dyslexia State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,096,948.00
				+/- Difference	**$1,096,948.00**

State GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$399,607.00
				+/- Difference	**$399,607.00**

Wylie ISD

District Wide Parental Engagement Policy

Parental Engagement means the participation of parents in regular, two- way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

Wylie ISD will take the following actions to:

1. Involve parents in the joint development of its district improvement plan, Title I parental Engagement plan, and the process of school review and improvement by:
    - Inviting parents to meet with campus and district leadership teams annually to develop/review the Parent Engagement Policy.
    - Include parents at Title I campuses as part of the District Wide Education Improvement Committee which developed the district improvement plan.

2. Support Title I schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance:
    - Federal programs coordinator will provide annual training and work in conjunction with Title I building administrators and Title I instructional facilitators to plan at least two parent education / parent engagement events at each campus.

3. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental Engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental Engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental Engagement policy and activities to design strategies for more effective parental Engagement, and to revise, if necessary (and with the Engagement of parents) its parental Engagement policies.
    - The director of special services and federal program coordinator will meet twice annually with parents of students at Title I campuses to review and update the PFE Policy based on parent input. The district translator will be present and specifically reach out to Spanish speaking parents so they are included in the process. These review meetings will be documented with invitations, sign-in sheets, agendas and minutes with specific parent feedback recorded.

4. Build the schools' and parents' capacity for strong parental engagement, in order to ensure effective Engagement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.
    - Annual campus training led by Federal Programs Coordinator on Increasing Parent Engagement.
    - Campus and district administrators attend State and Region X trainings on increasing parent and family engagement.

5. Assist campuses in helping parents understand the following topics at Title I Parent Information Night, Family Literacy Nights, and parent/teacher conferences:
    - the state's academic content standards,
    - the state's student academic achievement standards,

- the state and local academic assessments including alternate assessments,
- how to monitor their child's progress,
- how to work with educators, and
- the requirements of Title I, Part A:

6. With the assistance of Title I schools, provide materials and training to help parents work with their children to improve their children's academic achievement and to increase parental Engagement, by:

    - Parents as Teachers
    - Family Literacy Night

7. With the assistance of its schools and parents, educate its staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

    - Annual campus training led by Federal Programs Coordinator on Increasing Parent Engagement.
    - Campus and district administrators attend State and Region X trainings on increasing parent and family engagement.

8. To the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

    - Coordinating with the district Director of Special Services and Federal Programs Coordinator to ensure coordination and integration between federal, state and local programs where applicable.

9. Ensure that information related to parent programs, meetings, and other activities is sent to parents in an understandable format, various mediums, and to the extent practicable, in a language the parents can understand:

Title I Translation Policy

Translated Documents:

Campus Documents translated to Spanish by Special Services Department

- Campus Improvement Plan
- Title I Parent and Family Engagement Policy
- Title I Compact
- District Title I Brochure

Campus Documents translated to Spanish at campus level

- Invitations for parent and family engagement activities
- Agendas and information presented at parent and family engagement activities
- Report Cards

Decision to Translate

Birmingham 37, Cox 135, Hartman 50, Groves 192, Dodd 75 students list Spanish as their home language

Website Translation: All district webpages can be translated through Google Translate to the following languages: Spanish, Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, and Russian.

Wylie ISD agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the Engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental Engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school district will incorporate this district wide parental Engagement policy into its LEA plan developed under section 1112 of the ESEA.

- In carrying out the Title I, Part A parental Engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental Engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- The school district will be governed by the following statutory definition of parental Engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

CONSENT ITEM

DATE: October 19, 2026

DEPARTMENT/DIVISION: Curriculum and Instruction

SUBJECT: Consider Approval of Library Purchase in Compliance with Senate Bill 13

BACKGROUND INFORMATION: In accordance with Senate Bill 13, which became effective on September 1, 2025, all new library materials must receive formal approval from the Board of Trustees before being added to district libraries. The proposed purchases have been posted on the district website for the required 30 calendar days and are now presented for approval at the October meeting.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Amanda Lannan, Assistant Superintendent of Curriculum & Instruction

NEW & UNFINISHED ACTION ITEM

DATE: October 19, 2026

DEPARTMENT/DIVISION: Curriculum and Instruction

SUBJECT: Consider Approval of Proposed Calendar for the 2027-2028 School Year – Second and Final Reading

BACKGROUND INFORMATION:

Consideration and Action on approval of the proposed calendar for the 2027-2028 school year – second and final reading. Attached to the board agenda is a calendar draft for the 2027 – 2028 school year. This calendar draft mirrors the calendar adopted for the 2026 – 2027 school year.
Highlights include:

- First day of school – August 12, 2027
- Fall Break – October 11-15, 2027
- Thanksgiving Break – November 22-26, 2027
- Christmas Break – December 20, 2027 - January 3, 2028
- Spring Break – March 13-17, 2028
- Easter Break – April 14-17, 2028
- Last Day of School – May 25, 2028

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve this item as presented by Administration.

CONTACT: Amanda Lannan, Assistant Superintendent of Curriculum and Instruction

NEW & UNFINISHED ACTION ITEM

DATE: October 1, 2026 **DEPARTMENT/DIVISION:** Human Resources

SUBJECT: Employee Resignation without Good Cause and Proposed Complaint to the State Board of Educator Certification for Abandonment of Contract

BACKGROUND INFORMATION: Texas Education Code Chapter 21 notes that a teacher can relinquish their teaching position and leave the employment of the district without penalty by written resignation submitted not later than the 45th day before the first day of instruction of the following school year. Resignation at any other time is only accepted without penalty if there is good cause. (See Board Policy DFE)

Wylie ISD works with employees to help get them released from their contract by requesting that they remain employed while we search for a suitable replacement.

Breana Prewitt submitted her resignation on September 21, 2026. Good cause did not exist under TEC 21.210 for her contract resignation for the 2026-27 school year. The district did not consent to her resignation. Breana did not report work beginning September 28, 2026.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees accept the Superintendent's recommendation that: the Board makes a finding that good cause did not exist under Texas Education Code section 21.210 for Breana Prewitt's resignation for the 2026-2027 school year; the Administration and Board did not consent to her resignation; Breana Prewitt has failed to perform her contract; and the Board authorizes the Superintendent to file complaint with the State Board for Educator Certification to seek sanction for abandonment of contract.

CONTACT: Dr. Jessica Branch, Assistant Superintendent of Human Resources

NEW & UNFINISHED ACTION ITEM

DATE: October 2026 **DEPARTMENT/DIVISION:** Human Resources

SUBJECT: Personnel – Section 551.074 of the Texas Government Code

BACKGROUND INFORMATION: This is related to the employment and resignations of staff members and the superintendent's evaluation and contract.

ADMINISTRATIVE RECOMMENDATION: We recommend that the Board of Trustees approve these items as presented.

CONTACT: Dr. Jessica Branch, Assistant Superintendent of Human Resources