

Wylie Independent School District (Abilene)

Wylie East Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

To provide a place for all people to grow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wylie East Elementary is a Kindergarten through Third Grade school located in Taylor County. The district is showing continued growth with multiple new housing developments currently being constructed within the district. The new growth has increased the enrollment at all of our campuses. Our total enrollment is 844 students. The student population is ethnically represented as follows: Hispanic students 218, White students 499, African American students 56, Asian students 14, Native American students 7, Pacific Isle and Two or more races students 50. The campus has 285 Economically Disadvantaged students, 26 Emergent Bilingual students, and 399 At-Risk students. Wylie East Elementary is a Title 1 Targeted Assisted campus. The purpose of Title 1 funds is to ensure that all children have a fair, equal, an significant opportunity to obtain a high-quality education and rich, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Demographics Strengths

Wylie is a very popular school district that attracts many families. This desirability has resulted in rapid growth for the district. Wylie has a very supportive community that places a high priority on education, reflected in the reputation for excellence the Wylie ISD has built and sustained through the years. WISD maintains a high graduation rate. Pride in the being a Wylie Bulldog remains high. The Wylie ISD community is proud of the many academic and extracurricular accomplishments of the District in a variety of extra curricular activities. The District continues to attract and retain quality teachers and staff. Our teachers are dedicated professionals whose commitment to excellence is recognized consistently at the regional and state levels. Wylie ISD provides ongoing opportunities to attend professional development in the district, at the Regional Service Center and to attend statewide conferences and workshops. Wylie is forward thinking and looking to transform education for the 21st Century Learner. Wylie ISD provides a strong professional development program for employees. Instructional staff members have access to online as well as face-to-face sessions over topics that are targeted to their interests and instructional assignment. Staff members choose summer sessions to attend that address their professional goals and can then be used for comp time during the school year. All professional development sessions are approved by the campus principal to monitor training. Staff members can also enter professional development sessions they attend on their own through Region 14 Pit Stop. Campus administrators provide for the implementation and supervision of campus mentoring programs for all new staff. Instructional specialists and coaches are also provided to assist with planning, curriculum development, and instructional presentation.

Problem Statements Identifying Demographics Needs

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

Root Cause: The population of Emergent Bilinguals continues to grow.

Problem Statement 2: Wylie ISD continues having difficulty in getting teachers certified in ESL so that they can provide instruction to Emergent Bilinguals. **Root Cause:** The combination of attrition and the difficulty of locating and hiring certified teachers. This is an issue across the state with a declining pool of applicants.

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

Student Learning

Student Learning Summary

Wylie East Elementary monitors student progress in a variety of ways. Every student is given a three week grade and a six weeks grade for each core content area to show progress in daily coursework. All grade levels also have access to Moby Max, an online tool that monitors progress in content area skills. For kindergarten through second grades, we test students on reading ability using the mClass assessment tool at the beginning, middle and end of the year. Our third graders take the state STAAR assessment at the end of the year and are monitored with interim assessments twice prior to that end of year test. Our 2024 third graders performed well above the state passing percentages with 86% passing the reading STAAR and 82% passing the math STAAR.

Student Learning Strengths

We use TEKS Resource System as our curriculum to improve instruction which includes: Common Assessments - Common Vocabulary - Instructional Focus Document (Drill down the TEKS) Vertical Alignment - Year at a Glance (Scope and Sequence). We recognize the importance of a well-rounded education and offer leadership opportunities to our students with classroom jobs and our Student 2 Student program. Our students have shown great success in UIL Academics in 2nd and 3rd grades. Wylie ISD employs one full-time Gifted and Talented (GT) Coordinator and one part-time (GT) Assistant Coordinator to serve our gifted population.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): Math scores are decreasing as a trend. **Root Cause:** Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID.

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

Problem Statement 4 (Prioritized): Effectively implement Title I school-wide program that builds a strong foundation for reading and math. **Root Cause:** Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

School Processes & Programs

School Processes & Programs Summary

The Wylie ISD administrative team supports district faculty and staff in the mission to promote student achievement by providing engaging professional learning centered around the district's adopted research-based curriculum, which paralleled with best instructional practices and strategies to implement in the classroom. Wylie ISD uses TEKS Resource System as our curriculum for grades K-12. TEKS Resource System is aligned with the Texas Essential Knowledge and Skills (TEKS). The Year at a Glance (YAG) documents serve as the scope and sequence while the Instructional Focus Documents (IFDs) help teachers understand the depth to which each student expectation should be taught. Each campus develops a timeline for assessing student performance periodically throughout the school year and the data from those assessments are used to direct instructional focus. Wylie I.S.D. has a variety of assessment tools available to provide data for diagnosis including the Star Reading Assessments, mClass, and GT screening. Students are placed in the intervention model that is least restrictive but will provide the most productive acceleration of learning. Professional development in differentiating instruction has been provided to all staff members and use of this practice is monitored throughout the district. Identification and targeted intervention at the individual student level is a priority at all campuses. Wylie ISD has contracted with Region XIV for curriculum consultation. We added an additional part-time Curriculum Coach for the 2024-2025 School year. The Wylie ISD Special Education Department works with students with disabilities and parents to ensure needs are met in the classroom through strategically implemented instruction in order to ensure the students are prepared for life beyond high school. Students are offered a full range of services to meet their identified needs to include academic, dyslexia, speech, and other related services. To the extent that they will benefit, eligible special education students are included with their age-appropriate peers in general education classrooms. Both general education and special education teaching staff have received extensive training in curriculum implementation, making accommodations, adaptations, and modifications for learning differences.

The District Advisory Committee and the Campus Advisory Teams meet during the year to review for planning and decision making; these committees are comprised of staff, parents, business, and community members. District and campus information is disseminated through multiple sources such as the WISD website, Blackboard, and social media. The online Family Access system is available for parents to view grades, assignments, and attendance.

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

Wylie ISD places student, staff, and visitor safety at the highest priority level. Therefore, we continue our efforts to protect personal safety as well as Wylie ISD property. In an era of increasing aggressive behavior and crime in schools across the country, Wylie ISD invests in student and staff safety by constantly improving facility security measures. Wylie ISD employees both former military and seasoned law enforcement officers from area agencies to serve as School Marshals. We also employ a School Resource Officer at the High School. The district is also continuously assessing security needs and implementing additional safety measures. While the district's emergency management and preparedness processes may not be publicly shared, wherein strategic and tactical methodologies are to be safeguarded, be assured WISD has many levels of safety and emergency management planning and response protocols in place.

Wylie ISD recognizes the need for an increased district focus on mental health awareness. School based mental health services are delivered by trained mental health professionals who are employed by our school district: Licensed School Psychologists, School Counselors, and Communities in Schools Advocates. We have added a total of four new Communities in Schools employees to the district. They are housed at the Elementary and Intermediate School campuses. We also have access to the district's volunteer Chaplain who is housed at the high school.

School Processes & Programs Strengths

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

tested campuses provide accelerated instruction opportunities during tutorials and intervention periods to provide support for struggling students.

We have involved parents and a community that supports the district and individual campuses, and we offer communication with parents and community via varied sources.

Every classroom in Wylie I.S.D. has access to internet and all campuses have interactive boards and wireless access points. There is district-wide coverage for portable devices. Google classroom is used as a Learning Management Systems and is available for teachers and students. District technology support provides services to ensure equipment is working properly so teachers can integrate technology into daily teaching practices. ClassLink is our SSO (Single Sign On) tool. One area of technology focus has been in the special education environments to provide students access to the full range of curriculum. We have replaced all faculty and staff members desktop computers with new laptops.

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

- Investment in the Marshal Program.

- Controlled entries established at each campus.

- Safety Drills Campuses completed the following drills in 2023-2024. 1. Evacuation (fire) Drill 2. Lock down 3. Severe Weather 4. Shelter in Place 5. HOLD - Stay in class, business as usual

We actively enforce safety guidelines to help mitigate the spread of COVID 19. Each campus must ensure that systems are in place to provide consistent enforcement of campus and district expectations. We have implemented the "Staying Safe" Curriculum which is age-appropriate for our students at WEE. Students are unable to reach maximum performance unless there is an environment that is conducive to success, so we continue to implement procedures for various safety/emergency situations.

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2 (Prioritized): Wylie ISD recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. **Root Cause:** Students are struggling with Mental Health issues. Mental health disorders can affect a student's classroom learning and social interactions.

Problem Statement 3: Wylie ISD recognizes the need for upgrades in technology. **Root Cause:** Wylie ISD has not invested in infrastructure and classroom technology in past years.

Perceptions

Perceptions Summary

The Wylie Independent School District, in cooperation with the parents and community, prepares its students for life-long academic success, responsible citizenship, and sound character. Wylie ISD has partnered with all stakeholders through a process to plan for the district's future growth. A long-range planning committee was created during the 2022-23 school year to make recommendation's regarding future facilities. We successfully passed a 240 million dollar bond in November of 2023. Construction projects began during the summer of 2024. These projects included the building of new tennis courts and laying down two new practice turf fields. Construction on the HS Vocational Agriculture building and a new elementary campus will begin in the fall of 2024. The ability to engage in communication, build relationships, and plan with all stakeholders in these processes has positively influenced the future of the district. Some of the ways WISD involves stakeholders is through stakeholder representation on the District Advisory Committee and Campus Advisory Teams. Wylie ISD also involves stakeholders by involving them in Calendar and Dress Code decisions. Entering the 2024 -25 school year the Wylie ISD Communications Department will continue to keep our parents, students, staff, and community informed regarding district news, information, and updates.

Parent and community involvement is a vital factor to the success of Wylie ISD. There are numerous opportunities to become active participants: PTO, Open House, Family Nights, Veterans Day, Kindergarten Round Up, Kindergarten Welcome Meeting at WEE, Field Trips, Book Fairs, and Wylie Bulldogs Education Foundation.

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

Each campus in Wylie I.S.D. has developed a plan for Positive Behavioral Support that addresses the needs of that campus. WEE focuses on the development of strong character traits and decision-making using the Character Counts Program and Kelso's Choices Curriculum. Students are taught that each choice they make, good or bad, comes with a positive or negative consequence. We reinforce kindness with our Acts of Kindness Club. Student safety is a high priority and efforts are taken each day to ensure safety.

Perceptions Strengths

Family and Community Involvement Parents actively involved in their child's education Parent participation on committees Community business partners actively support the mission of the district Extra-curricular programs in which parents and employees work together to enhance student involvement Each campus has a series of events each year to provide parents and community members an opportunity to see first-hand what is happening on each campus. Open houses, family nights, parent-teacher conferences, program meetings, holiday programs, and culminating presentations are just a few of the ways Wylie ISD campuses reach out to community and parents. Wylie West Elementary, East Elementary, and Early Childhood hold Title 1 parent nights twice a year. School Culture and Climate Wylie I.S.D. staff members develop ownership and commitment to the students and campus goals.

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

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: Wylie ISD must continue to collaborate and partner with stakeholders through a process to plan for the district's future growth. Stakeholders shall be involved in the planning and implementation of bond projects. **Root Cause:** Some campuses will be at or over capacity over the next few years due to the significant growth in the Wylie School District

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

Priority Problem Statements

Problem Statement 1: Wylie ISD enrollment projections indicate future growth. The growth will require us to continuously monitor facility adequacy and programming to meet student needs. The passing of the 2023 bond will provide funding to meet these needs.

Root Cause 1: Wylie ISD is experiencing a period of growth in student enrollment.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Wylie East Elementary needs to improve processes and professional development in order to address the unique needs of Emergent Bilinguals .

Root Cause 2: The population of Emergent Bilinguals continues to grow.

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: School Processes & Programs

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

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

Problem Statement 5 Areas: School Processes & Programs

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

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

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

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


Performance Objective 1: Effectively manage Title I school-wide targeted assistance programs at the East Elementary campus.


High Priority

Evaluation Data Sources: Campus Performance Data

| Strategy 1 Details | Reviews | | |
|--|------------------|------------|------------------|
| <p>Strategy 1: Effectively manage Title I school-wide targeted assistance programs at the East Elementary campus. Strategy's Expected Result/Impact: This will allow for additional reading and instructional support to help ensure student success. Staff Responsible for Monitoring: Campus Principal and Asst. Supt.</p> <p>Title I: 2.4, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 4</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| Strategy 2 Details | Reviews | | |
| <p>Strategy 2: Provide math intervention to 3rd grade students who are below grade level and require targeted assistance. Strategy's Expected Result/Impact: This will allow for additional math practice on foundational skills and instructional support to help ensure student success. Staff Responsible for Monitoring: Campus Principal and Asst. Supt.</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Learning 2, 4</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| Strategy 3 Details | Reviews | | |
| <p>Strategy 3: Conduct campus needs assessments to identify areas of weakness and strength for data driven instruction and reform. Strategy's Expected Result/Impact: Review the progress of students not reading at grade level and who are not likely to pass STAAR and discuss the intervention plan to ensure student success Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Math scores are decreasing as a trend. **Root Cause:** Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID.

Problem Statement 4: Effectively implement Title I school-wide program that builds a strong foundation for reading and math. **Root Cause:** Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.





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

Performance Objective 2: The percent of 3rd grade students who score meets grade level or above on the STAAR Math will increase by 1% to 83%. The percent of 3rd grade students who score meets grade level or above on the STAAR Reading will increase by 1% to 87%. House Bill 3 requires school districts to set goals for reading and math for 3rd grade students.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Performance Data

| Strategy 1 Details | Reviews | | |
|--|------------------|------------|------------------|
| <p>Strategy 1: WEE will maximize enrichment time to reinforce foundational skill required to be successful on the STAAR test. Strategy's Expected Result/Impact: Students STAAR scores will improve from previous years. Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Learning 2, 4</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| Strategy 2 Details | Reviews | | |
| <p>Strategy 2: WEE will utilize intervention strategies such as Lexia Core 5, Lowman Education, IXL, Moby Max, Amplify/mClass, and Title I Intervention Support. Strategy's Expected Result/Impact: Math and Reading Scores will increase. Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Learning 2, 4</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Math scores are decreasing as a trend. **Root Cause:** Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID.

Problem Statement 4: Effectively implement Title I school-wide program that builds a strong foundation for reading and math. **Root Cause:** Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.


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


Performance Objective 3: Effectively manage our ESL program. Partner with Region XIV for guidance within our ESL Program. We joined the Region XIV Emergent Bilingual Cohort in the Spring of 2023.


High Priority


Evaluation Data Sources: Campus TELPAS performance data.

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| <p>Strategy 1: Consultants from Region XIV will provide Professional Development for our staff that have Emergent Bilingual students in their classrooms. Consultants will visit campuses and will provide strategies to teachers and counselors to better meet the needs of our growing Emergent Bilingual population.</p> <p>Strategy's Expected Result/Impact: This will allow for additional support to help ensure student success.</p> <p>Staff Responsible for Monitoring: Campus Principal, Counselor, Assist. Supt.</p> <p>Problem Statements: Demographics 1</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:





| Demographics |
|--|
| <p>Problem Statement 1: Wylie East Elementary needs to improve processes and professional development in order to address the unique needs of Emergent Bilinguals . Root Cause: The population of Emergent Bilinguals continues to grow.</p> |

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

Performance Objective 4: WEE will encourage students to miss five or fewer days in order to obtain an overall attendance goal of 96% for the year.

High Priority

Evaluation Data Sources: Campus Attendance Data

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| <p>Strategy 1: Our Attendance Awareness Campaign will include Strive for Five, homeroom goal of spelling BULLDOGS with a letter earned for each day the whole class is present, first 20 days perfect attendance certificates, and Attendance Awareness Week in September.</p> <p>Strategy's Expected Result/Impact: Average Daily Attendance will increase resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Attendance Clerk and Campus Administrators</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

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





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

High Priority

High Priority

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

| Strategy 1 Details | Reviews | | |
|--|------------------|------------|------------------|
| <p>Strategy 1: Develop, implement, and assess district safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff.</p> <p>Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer.</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| Strategy 2 Details | Reviews | | |
| <p>Strategy 2: Continue to be active and visible on district campuses (interior and exterior) and facilities through various usage of safety and security personnel that includes daily door checks and patrolling exterior campuses.</p> <p>Strategy's Expected Result/Impact: Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer.</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| Strategy 3 Details | Reviews | | |
| <p>Strategy 3: Review, monitor, and revise the Standard Response Protocol, Emergency Operations Plan, and Active Threat Procedures.</p> <p>Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer.</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |

| Strategy 4 Details | Reviews | | |
|---|-----------|-----|-----------|
| <p>Strategy 4: Ensure that all safety drills, staff trainings, and facility checks are conducted and debriefed with corrective actions, as necessary. Incorporation and completion of the ALERT/ CRASE (Active Shooter) Training Programs for all staff.</p> <p>Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer.</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| Strategy 5 Details | Reviews | | |
| <p>Strategy 5: Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.</p> <p>Strategy's Expected Result/Impact: Lower number of student discipline referrals.</p> <p>Staff Responsible for Monitoring: Administrators</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





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

Performance Objective 2: Promote and maintain a healthy environment that fosters physical, mental and social and emotional wellness at school and district events for all students, staff and the community on a daily basis.

High Priority

Evaluation Data Sources: Campus Data

| Strategy 1 Details | Reviews | | |
|--|------------------|------------|------------------|
| <p>Strategy 1: Provide training to promote conflict resolution, healthy relationships, character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services.</p> <p>Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior</p> <p>Staff Responsible for Monitoring: Administrators and Counselors</p> <p>Problem Statements: School Processes & Programs 1, 2</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| Strategy 2 Details | Reviews | | |
| <p>Strategy 2: Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, and administrators).</p> <p>Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), Safe and secure campuses and facilities.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors and Safe and Supportive School Staff and School Chaplain.</p> <p>Problem Statements: School Processes & Programs 1, 2</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| Strategy 3 Details | Reviews | | |
| <p>Strategy 3: Implement the School Safety Response Curriculum " Staying Safe " for students in Wylie ISD</p> <p>Strategy's Expected Result/Impact: Teaches students and staff how to respond during an active event.</p> <p>Staff Responsible for Monitoring: Campus Administrators Assistant Supt. of Operations Curriculum Team</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |

| Strategy 4 Details | Reviews | | |
|--|------------------|------------|------------------|
| Strategy 4: Physical Education Teachers will implement the Fitness Gram program to encourage physical health and exercise. Strategy's Expected Result/Impact: Students will perform better in the classroom if they have good physical health. Staff Responsible for Monitoring: PE Teachers, Administrators | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 2 Problem Statements:





| School Processes & Programs |
|--|
| <p>Problem Statement 1: Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted. Root Cause: School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.</p> <p>Problem Statement 2: Wylie ISD recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. Root Cause: Students are struggling with Mental Health issues. Mental health disorders can affect a student's classroom learning and social interactions.</p> |

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

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

High Priority





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

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Evaluate, review and revise District Parent Engagement plan at the District Advisory Committee Meeting. Strategy's Expected Result/Impact: Parents feel welcomed and a strong partnership is created. Staff Responsible for Monitoring: Superintendent and Assistant Superintendent. | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

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

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

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

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| <p>Strategy 1: Encourage parents to be involved in the many opportunities available to them through volunteer programs at school or through one of the booster organizations.</p> <p>Strategy's Expected Result/Impact: Positive feedback through multiple means, including surveys</p> <p>Staff Responsible for Monitoring: Administrators</p> | Formative | | Summative |
| | Jan | Mar | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Title I

1.1: Comprehensive Needs Assessment

The goal for all district activities is to provide a well-rounded program of curriculum and instruction where all students are challenged and have the opportunity to meet the state's academic standards. A district-level team continuously reviews data and the district's progress toward established goals and objectives. That process constitutes a continuous Comprehensive Needs Assessment (CNA). The CNA includes the identification of district strengths that are documented by district leaders in their area of responsibility. These strengths provide the foundation for programs, strategies, and activities to address the identified areas for growth. The result of the CNA is the development of a proposed District Improvement Plan (DIP) that includes measurable objectives, strategies, and allocation of resources. The CNA will be presented to both our campus committees and the District Advisory Committee for input prior to presenting the District Improvement Plan (DIP) to the Board of Trustees for approval in a public hearing.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

2.6: Address needs of all students, particularly at-risk

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

Title I Meetings are hosted three times per year. Parents are given two time choices to attend and receive information about the program. Parents must sign permission for their child to receive Title I services. If parents are non-English speakers, translation efforts will be made to make sure they understand what services are being offered and provided to their children. Information and helpful tips are provided to parents to help them work with their students at home on their reading. Parents are also encouraged to attend Meet the Teacher, Open House, and Book Fair Family Night.

5.1: Determine which students will be served by following local policy

WISD applies for funds and operates a Targeted Assistance program on both the West and East Elementary campuses. Students are selected for participation in the program by using assessment data. The students are identified that are at risk of not meeting state performance standards in Reading and Math.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|--------------------------------|----------------|------------|
| Becky Cagle | Reading Interventionist | Title I | no |
| Kay Ray | Reading & Math Interventionist | Title I | no |
| Lenda Jensen | Reading & Math Interventionist | Title I | yes |
| Tiffany Gilliam | Interventionist Aide | Title I | yes |

Site Based Decision Making Committee

| Committee Role | Name | Position |
|-------------------------|--------------------|----------------------|
| Community Member | Lori Frymire | Community Member |
| Parent | Mike Thompson | Parent |
| Parent / Business Owner | Stephanie Thornton | Parent |
| Paraprofessional | Kalli Jetton | Instructional Aide |
| Teacher | Nancy Reed | Kindergarten Teacher |
| Teacher | Jordan Garcia | 1st Grade Teacher |
| Facilitator | Caren Christian | Principal |