

Wylie Independent School District (Abilene)
Wylie East Intermediate
2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: A



Mission Statement

Our Mission

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

Vision

Our Vision

- That all students can learn with teaching and learning experiences that are meaningful and appropriate;
- That parents, community, teachers, staff, administrators, and Board of Trustees should be partners in the educational process;
- That clearly defined teaching and learning expectations should be communicated to the community, students, and parents;
- That a well-developed and progressive curriculum is the basis for instructional focus;
- That a dedicated, creative, and competent faculty, staff, and administration should share the responsibility of teaching the necessary skills to all students for real-world and lifelong learning;
- That a safe and orderly environment leads to a positive and effective school climate.

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Goals





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

Performance Objective 1: The percentage of all students performing at the Meets Grade Level in Reading on the STAAR assessments will increase by 1% .

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details		Reviews			
Strategy 1: The district will utilize reading intervention programs such as Lexia Core 5, Reading by Design, Moby Max, and Progress learning to increase literacy skills. Strategy's Expected Result/Impact: Following the MTSS process, students will transition out of the reading intervention programs. Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas. Strategy's Expected Result/Impact: Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Increase rigor and student engagement in Tier 1 during enrichment periods and provide effective instructional strategies during accelerated instruction time. Strategy's Expected Result/Impact: Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements. Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Reading scores need to improve at the Meets and Masters 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 and Meets to Masters.
Problem Statement 3: New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students Root Cause: STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing





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

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

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details		Reviews			
Strategy 1: The district will utilize math intervention programs such as Countdown to STAAR, Moby Max, and Progress Learning to increase literacy skills. Strategy's Expected Result/Impact: Following the MTSS process, students will apply grade level numeracy skills to math content. Students' Math scores will show growth towards Meets Grade Level. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas. Strategy's Expected Result/Impact: Students' Math scores will show growth towards being on grade level. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Increase rigor and student engagement in Tier 1 during enrichment periods and provide effective instructional strategies during accelerated instruction time. Strategy's Expected Result/Impact: Students' Math scores will show growth towards being on grade level. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements. Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Wylie East Intermediate needs to improve processes and professional development in order to address the unique needs of Emerging Bilinguals . Root Cause: The population of Emerging Bilinguals continues to grow.
Student Learning
Problem Statement 1: Reading scores need to improve at the Meets and Masters 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 and Meets to Masters. Problem Statement 2: Math scores are decreasing as a trend. Root Cause: Lack of intervention programs dedicated to math, coupled with foundational math skills gaps due to issues related to COVID Problem Statement 3: New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students Root Cause: STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

Goal 2: Wylie East Intermediate 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

HB3 Goal

Evaluation Data Sources: Daily Exterior Door Sweeps, TEA Partial Summer Safety Audit (2022), Internal Safety Audit (Texas School Safety Center), External Safety Audit (Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms

Strategy 1 Details	Reviews			
Strategy 1: Develop, implement, and assess district safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff. Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies. Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 3	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Continue to be active and visible on district campuses (interior and exterior) and facilities through various usage of safety and security personnel that includes daily door checks and patrolling exterior campuses. Strategy's Expected Result/Impact: Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity. Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 3	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Review, monitor, and revise the Standard Response Protocol, Emergency Operations Plan, and Active Threat Procedures. Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies. Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Ensure that all safety drills, staff training, and facility checks are conducted and debriefed with corrective actions, as necessary. Incorporation and completion of the ALERT/ CRASE (Active Shooter) Training Programs for all staff. Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies. Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms. Strategy's Expected Result/Impact: Lower number of student discipline referrals. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 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
School Processes & Programs
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 processes, procedures and programs.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children. Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities. Staff Responsible for Monitoring: Safe and Supportive School Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
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Performance Objective 2 Problem Statements:

School Processes & Programs
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 processes, procedures and programs.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide training to promote conflict resolution, healthy relationships, dating violence prevention (Parent Consent Required), character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services. Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior Staff Responsible for Monitoring: Administrators and Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, and administrators). Staff Responsible for Monitoring: Counselors, Social Workers, CISD Police Department, Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), Safe and secure campuses and facilities. Staff Responsible for Monitoring: Administrators, Counselors and Safe and Supportive School Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
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Performance Objective 3 Problem Statements:

School Processes & Programs

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 processes, procedures and programs.

Goal 3: Wylie East Intermediate 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 campus committees.

Strategy 1 Details	Reviews			
Strategy 1: Evaluate, review and revise Campus Parent Engagement plan at the Campus Advisory Committee Meeting. Strategy's Expected Result/Impact: Parents feel welcomed and a strong partnership is created. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Wylie East Intermediate must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new students and parents in our community.

Goal 3: Wylie East Intermediate 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 Wylie East Intermediate.

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

Strategy 1 Details	Reviews			
Strategy 1: Encourage parents to be involved in volunteer programs at school (ie. PTO) Strategy's Expected Result/Impact: Result/Impact Positive feedback through multiple means, including surveys Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Wylie East Intermediate must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new students and parents in our community.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide notices and communication to stakeholder, parents, staff and teachers. Provide any input at all District Site-Base; Campus Site-Base; and Staff Meetings Strategy's Expected Result/Impact: Improved Communication and Feedback from all stakeholders Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Wylie East Intermediate 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.