

Wylie Independent School District (Abilene)

Wylie East Intermediate

2024-2025 Campus Improvement Plan



ABILENE, TX

Adobe Spark

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wylie East Intermediate is a 4th-5th-grade campus located in Abilene, Texas. The school opened its doors in January of 2022 moving over the 4th graders from Wylie East Elementary. In August of 2022 the 5th graders from Wylie East Junior High moved into the building creating the 4th-5th grade campus that exists today. The campus has 361 students enrolled. There are 186 4th graders and 199 5th graders currently enrolled. The demographic breakdown of the 385 students: 64% White, 25% Hispanic 3% African-American, 2% Asian and less than 1% Native American. . Our sub-populations include 28% Economically Disadvantaged, 33% English Language Learners, and 13% of our students are served in Special Education.

The teaching staff at Wylie East Intermediate has a wide variety of experience and expertise. Out of the 20 teachers on campus, 2 have a Master's Degree in an education related field. The staff is composed of White (90%) and Hispanic (10%) staff members. Each teacher is highly certified to teach students in the state of Texas. The average teacher experience on campus is 9 years. Wylie East Intermediate has exceptional students, an excellent faculty and staff, and superb parents that support our students and school.

Demographics Strengths

Wylie East Intermediate has many strengths. Some of the most notable strengths include:

1. A strong supportive relationship with PTO and the community.
2. A school that embraces our nation's military and their families a in Dyess Air Force Base. Around 20% of our students are connect to the military.
3. The overall passing rate on STAAR is typically the highest in the Region in all ethnic backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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.

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

Student Learning

Student Learning Summary

	GRADE	APPROACHES						MEETS						MASTERS					
		DISTRICT	CAMPUS	REGION	DIFF	STATE	DIFF	DISTRICT	CAMPUS	REGION	DIFF	STATE	DIFF	DISTRICT	CAMPUS	REGION	DIFF	STATE	DIFF
ELA	4	91	88	79	9	81	7	31	31	27	4	28	3	27	23	18	5	23	0
	5	86	84	76	8	78	6	29	30	26	4	25	5	33	28	24	4	29	1
MATH	4	78	76	57	19	68	8	30	28	21	7	24	4	24	23	14	9	21	2
	5	87	85	70	15	76	9	41	40	28	12	30	10	29	28	15	13	19	9
SCI	5	83	85	56	29	57	28	32	34	31	3	31	3	21	20	10	10	11	9

Student Learning Strengths

1. A-F Accountability
2. Using TEKS Resource System as our curriculum to improve instruction Common Assessments - Common Vocabulary - Instructional Focus Document (Drill down the TEKS) Vertical Alignment - Year at a Glance (Scope and Sequence)
3. Above the state average in: STAAR Assessments, Attendance Rates

Problem Statements Identifying Student Learning Needs

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

Problem Statement 4 (Prioritized): 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.

Problem Statement 5: Wylie East Intermediate continues having difficulty in getting teachers certified in ESL so 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.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

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

Furthermore we have a community schools person on campus who assists with fostering partnerships, enhancing student learning, providing resources, supporting extracurricular activities, and promoting student well-being through collaboration among parents, local organizations, and businesses.

School Organization

The Wylie East Intermediate Campus Advisory Teams meets twice a year to review for planning and decision making; these committees are staff, parents, business, and community members.

Campus information is disseminated through multiple sources such as the Wylie East Intermediate website, Blackboard, and social media. The online Family

Access "Q" system is available for parents to view grades, assignments, and attendance.

Staff Quality, Recruitment, and Retention

Wylie East Intermediate maintains a 100% Highly Qualified staff at all times. New employees are involved in an induction program consisting of New Teacher Orientation, Texas Teacher Evaluation System (T-TESS), and TEKS Resource System training. Based on the new employee's assignment, staff members are required to receive training in Crisis Prevention Intervention (CPI), CPR, ESL, or GT. New teachers are assigned a mentor teacher.

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

Technology Summary

The Technology Department collaborates with Curriculum and Instruction and the campus principal 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.

School Processes & Programs Strengths

Wylie East Intermediate has identified the following 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. All tested campuses provide accelerated instruction opportunities during summer school, during tutorials, and intervention periods to provide support for struggling students.

Wylie ISD employs one full-time Gifted and Talented (GT) Coordinator and one part-time (GT) Assistant Coordinator to support our Gifted and Talented students at Wylie East Intermediate.

Professional Learning Communities (PLCs), Common Lesson Planning, Campus Committees

Grade level subject specific teachers share common lesson planning time. Common planning periods are important for teachers because they provide an opportunity for teachers to collaborate and plan together. This collaboration allows teachers to share ideas, resources, and strategies that can improve student learning outcomes. Additionally, common planning periods can help ensure that all teachers are on the same page when it comes to curriculum, assessments, and instructional practices. This can lead to more consistency in teaching and learning across classrooms and can ultimately benefit students. This is also important with assisting our new teachers. New teachers can collaborate with more experienced teachers to learn about effective instructional strategies, classroom management techniques, and ways to differentiate instruction for students with diverse needs. They can also work together to develop and refine lesson plans, assessments, and other instructional materials. By working with other teachers who have expertise in their subject area, new teachers can gain valuable insights and support that can help them become more effective educators.

Bulldog Bridge and Character Counts

A priority emphasis of Bulldog Bridge and Character Counts taught in the classroom is to further develop campus wide expectations for focusing on building relationships. It is our belief the social-emotional well being and mental health of our students plays a vital role in their success in school.

Bulldog Period and Enrichment Time

Morning tutorials with a teacher can be beneficial for students in several ways. First, it provides an opportunity for students to receive additional support and guidance from their teacher. During these tutorials, students can ask questions, clarify concepts, and receive feedback on their work. This can help them better understand the material and improve their academic performance. Additionally, attending morning tutorials can help students develop a positive relationship with their teacher. By showing a willingness to seek help and engage in extra learning opportunities, students can demonstrate their commitment to their education and build trust with their teacher. Finally, morning tutorials can help students develop good study habits and time management skills. By setting aside time each day to work on their assignments and seek help when needed, students can develop a routine that can help them be more successful in school.

Data Driven decision making team

Data-driven decision-making teams are groups of educators who use data to inform their instructional practices and decision-making processes. These teams analyze student data, such as test scores and attendance records, to identify areas where students are struggling and to develop targeted interventions to address these challenges. By using data to guide their decision-making, these teams can make more informed choices about how to allocate resources, design instructional programs, and support student learning. This can lead to improved student outcomes and more effective use of school resources. This includes identifying our Economically-Disadvantage and At-risk students. Using the data we make adjustments to instruction in the

classroom. We also monitor the progress of our students attending interventions and tutoring.

School Organization

Involved parents, PTO and a community that supports the staff on each individual campuses

Communication with parents and community via varied sources. (Blackboard, Facebook, Instagram)

Bulldog Brigade: the "Student Council" of Wylie East Intermediate

Staff Recruitment and Retention

Wylie East Intermediate 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.

Furthermore we have a community schools person on campus who assists with fostering partnerships, enhancing student learning, providing resources, supporting extracurricular activities, and promoting student well-being through collaboration among parents, local organizations, and businesses.

Technology

Every classroom in Wylie East Intermediate has access to internet and all campuses have interactive whiteboards.

Wireless access points district-wide provide coverage for portable devices.

Google classroom is used as a Learning Management Systems and is available for teachers and students

District technology support provides services to ensure equipment is working properly so teachers can integrate technology into daily teaching practices.

One area of technology focus has been in the special education environments to provide students access to the full range of curriculum.

Classrooms are provided with Chromebooks at an approximate rate of 1 cart per 50 students.

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 processes, procedures and programs.

Problem Statement 2: Our district has to have a long-range plan for continued growth. The Wylie ISD School Board unanimously voted to place a bond referendum on the November ballot. **Root Cause:** Wylie East Intermediate 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): 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 4 (Prioritized): 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 5 (Prioritized): New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students **Root Cause:** STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

Problem Statement 6: Wylie East Intermediate continues having difficulty in getting teachers certified in ESL so 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.

Perceptions

Perceptions Summary

Climate and Culture

At Wylie East Intermediate, we believe that building strong relationships is key to unlocking a child's potential. We strive to foster connections with our faculty, staff, students, parents, and community members in order to create a supportive and nurturing environment. Our shared vision, beliefs, and promises guide us as we work to maintain a culture of high expectations and equity. We regularly visit classrooms, provide constructive feedback, and praise effort to ensure that every student is supported and challenged. Clear communication, active listening, and affirmation are also essential to our day-to-day operations. We know that when we have a child's heart, we have their mind, and this starts with our teachers. We prioritize professional development to ensure that our teachers have the skills and knowledge to effectively reach every student and contribute to our positive school culture.

Wylie East Intermediate has developed a plan for Positive Behavioral Support that addresses the needs of the students. It focuses on the development of strong character traits and decision-making. Students are taught each choice they make, good or bad, comes with a positive or negative consequence. At the secondary campuses, the plan focuses on behavioral expectations in order to provide maximum learning opportunities in the classroom setting. Secondary campuses have a high level of participation in co-curricular and extra-curricular activities. Many students participate in multiple activities.

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

Family and Community Involvement Summary

There are numerous opportunities to become active participants:

Field Trips

Social Media (Instagram/Facebook)

PTO Parent Information Nights

Wylie Bulldog Education Foundation

Book fairs

Safety and Security Committee

Meet the Teacher

Family Nights

Trunk or Treat

Community in Schools

Wylie East Intermediate 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.

Wylie PTO has representatives on each campus and monthly meetings to solicit parental involvement. The Wylie East Intermediate 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.

Perceptions Strengths

Wylie East Intermediate places a high priority on the following events:

1. Character Development
2. Positive School Climate and Culture
3. Community and Parent Involvement
4. Character Counts
5. Bulldog Bridge programs
6. Bulldog Brigade Student Council Leadership Program
7. Community, parents, and staff have high expectations for student achievement in all areas
8. High level of parent and community involvement
9. "BARK" Earn Bulldog Bucks for Being respectful, Acting responsible, Reaching their goals and Keeping it kind
10. Community in Schools program (assist with work refusals, absenteeism, school/community relations)
11. Staff recognition: Staff Spotlight, Staff Birthdays
12. Sunshine Committee

Wylie East Intermediate families and community members are engaged, generous, and supportive partners in student success. We strive to keep our parents and community informed through the use of the website, the Wylie Growl newspaper and other forms of social media such as Facebook, Wylie Bulldog App, etc. In general, 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: Continue to provide ways for parents to actively engage, participate and volunteer in school activities. **Root Cause:** COVID-19 restrictions decreased parental involvement in school activities.

Problem Statement 2 (Prioritized): 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.

Priority Problem Statements

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 1: The population of Emerging Bilinguals continues to grow.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Reading scores need to improve at the Meets and Masters grade level

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

Problem Statement 2 Areas: Student Learning - School Processes & Programs

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

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

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students

Root Cause 4: STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

Problem Statement 4 Areas: Student Learning - 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 processes, procedures and programs.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Wylie East Intermediate must continue to emphasize parental involvement and solicit input and feedback through committees and surveys

Root Cause 6: Continued Growth with new students and parents in our community.

Problem Statement 6 Areas: Perceptions

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

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

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% .

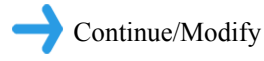
High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details	Reviews		
<p>Strategy 1: The district will utilize reading intervention programs such as Lexia Core 5, Reading by Design, Moby Max, Lohman Education and Progress learning to increase literacy skills.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 5</p>	Formative		Summative
	Jan	Mar	July

Strategy 2 Details	Reviews		
<p>Strategy 2: Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas.</p> <p>Strategy's Expected Result/Impact: Students' reading scores will show growth towards reading on grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3, 5</p>	Formative		Summative
	Jan	Mar	July
Strategy 3 Details	Reviews		
<p>Strategy 3: Increase rigor and student engagement in Tier 1 during enrichment periods and provide effective instructional strategies during accelerated instruction time.</p> <p>Strategy's Expected Result/Impact: Students' reading scores will show growth towards reading on grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3, 5</p>	Formative		Summative
	Jan	Mar	July
Strategy 4 Details	Reviews		
<p>Strategy 4: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements.</p> <p>Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3, 4 - School Processes & Programs 3, 5</p>	Formative		Summative
	Jan	Mar	July



Performance Objective 1 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 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

Problem Statement 4: 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.

School Processes & Programs

Problem Statement 3: 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 5: 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%.

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details	Reviews		
<p>Strategy 1: The district will utilize math intervention programs such as Countdown to STAAR, Moby Max, Lohman Education and Progress Learning to increase literacy skills.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4</p>	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
<p>Strategy 2: Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas.</p> <p>Strategy's Expected Result/Impact: Students' Math scores will show growth towards being on grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4</p>	Formative		Summative
	Jan	Mar	July

Strategy 3 Details	Reviews		
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	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
<p>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.</p>
<p>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</p>
<p>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</p>

School Processes & Programs

Problem Statement 3: 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 4: 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 5: 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





High Priority

HB3 Goal

Evaluation Data Sources: Daily Exterior Door Sweeps, SENTINAL, 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		
<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> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</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> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</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> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Jan	Mar	July

Strategy 4 Details	Reviews		
<p>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.</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> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</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> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Jan	Mar	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 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 processes, procedures and programs.</p>
Perceptions
<p>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.</p>

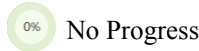
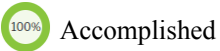
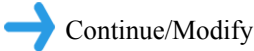

Goal 2: Wylie East Intermediate will provide a positive and safe environment for our students and staff.

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

High Priority

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

Strategy 1 Details	Reviews		
<p>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.</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: Safe and Supportive School Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Jan	Mar	July

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 processes, procedures and programs.</p>

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.

High Priority

Strategy 1 Details	Reviews		
<p>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.</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>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</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>Staff Responsible for Monitoring: Counselors, Social Workers, WISD School Chaplin,</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</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		Summative
	Jan	Mar	July





Strategy 3 Details	Reviews		
<p>Strategy 3: Implement "Staying Safe" response curriculum for students at Wylie East Intermediate.</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 principal, School Operations, Asst. Supt. of school operations</p> <p>Problem Statements: School Processes & Programs 1</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 3 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 processes, procedures and programs.</p>
Perceptions
<p>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.</p>

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		
<p>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</p> <p>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</p>	Formative		Summative
	Jan	Mar	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 1 Problem Statements:

Perceptions
<p>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.</p>

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		
<p>Strategy 1: Encourage parents to be involved in volunteer programs at school (ie. PTO)</p> <p>Strategy's Expected Result/Impact: Result/Impact Positive feedback through multiple means, including surveys</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		Summative
	Jan	Mar	July
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 2 Problem Statements:

Perceptions
<p>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.</p>

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		
<p>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</p> <p>Strategy's Expected Result/Impact: Improved Communication and Feedback from all stakeholders</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		Summative
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Performance Objective 3 Problem Statements:

Perceptions
<p>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.</p>