

Wylie Independent School District (Abilene)

Wylie West JH

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

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

Revised/Approved: September 23, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Improvement Planning Data

1. District goals
2. Campus goals
3. Performance Objectives with a summative review (prior year)
4. Campus/District improvement plans (current and prior years)
5. COVID-19 factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
6. Planning and decision making committee(s) meeting data
7. State and federal planning requirements

Accountability Data

1. Texas Academic Performance Report (TAPR) data
2. Student Achievement Domain
3. Student Progress Domain
4. Closing the Gaps Domain
5. Accountability Distinction Designations

Student Data: Assessments

1. State and federally-required assessment information
2. STAAR current and longitudinal results, including all versions
3. STAAR End-of-Course current and longitudinal results, including all versions
4. STAAR released test questions
5. STAAR Emergent Bilingual (EB) progress measure data
6. Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results in Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
7. Student failure and/or retention rates
8. Local diagnostic reading assessment data
9. Local benchmark or common assessment data
10. State-developed online interim assessments
11. Grades that measure student performance based on the TEKS

Student Data: Student Groups

1. Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
2. Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
3. Economically disadvantaged / Non-economically disadvantaged performance and participation data
4. Male / Female performance, progress, and participation data
5. Special education/non-special education population including discipline, progress, and participation data
6. Migrant/non-migrant population including performance, progress, discipline, attendance, and mobility data
7. At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
8. Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
9. Section 504 data
10. Homeless data
11. Gifted and talented data
12. Dyslexia data
13. Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

1. Attendance data Mobility rate, including longitudinal data
2. Discipline records
3. Violence and/or violence prevention records
4. Tobacco, alcohol, and other drug-use data Student surveys and/or other feedback
5. Class size averages by grade and subject
6. School safety data
7. Enrollment trends

Employee Data

1. Professional learning communities (PLC) data
2. Staff surveys and/or other feedback
3. Teacher/Student Ratio
4. State certified and high-quality staff data
5. Campus leadership data
6. Campus department and/or faculty meeting discussions and data
7. Professional development needs assessment data
8. Evaluation(s) of professional development implementation and impact
9. Equity data
10. T-TESS data
11. T-PESS data

Parent/Community Data

1. Parent surveys and/or other feedback
2. Parent engagement rate
3. Community surveys and/or other feedback
4. Support Systems and Other
5. Data Organizational structure data
6. Processes and procedures for teaching and learning, including program implementation
7. Communications data

8. Capacity and resources data
9. Budgets/entitlements and expenditures data
10. Study of best practices

Demographics

Demographics Summary

Wylie West Junior High is a 5th-8th grade campus located in Abilene, Texas. The campus has 1043 students enrolled. There are 242 5th graders, 240 6th graders, 273 7th graders, and 288 8th graders currently enrolled. Our campus is showing continued growth with multiple new housing developments currently under construction.

The demographic breakdown of the 1043 students: 62% White, 25% Hispanic 4% African-American, 4% Asian, and less than 1% Native American. Our sub-populations include 20% Economically Disadvantaged, and 16% of our students are served in Special Education. The teaching staff at Wylie West Junior High has a wide variety of experience and expertise.

Out of the 62 teachers on campus, 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 11 years. Wylie Wst Junior High has exceptional students, an excellent faculty and staff, and superb parents who support our students and school.

Demographics Strengths

Wylie is a very popular school district that attracts many families. This desirability has resulted in rapid growth for the district. Wylie has a very supportive community that places a high priority on education, reflected in the reputation for excellence the Wylie ISD has built and sustained through the years. Our teachers are dedicated professionals whose commitment to excellence is recognized consistently at the regional and state levels. Wylie ISD provides ongoing opportunities to attend professional development in the district, Regional Service Center and to attend statewide conferences and workshops. Wylie is forward-thinking and looking to transform education for the 21st Century Learner.

Wylie West Junior High 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 connected 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 West Junior High needs to improve processes and professional development in order to address the unique needs of Emerging Bilinguals.

Root Cause: Our Emerging Bilinguals population continues to grow.

Problem Statement 2 (Prioritized): Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys

Root Cause: Continued Growth with new families and staff.

Problem Statement 3 (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 4: WWJH 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.

Problem Statement 5 (Prioritized): Our district has to have a long-range plan for continued growth. The Wylie ISD School passed a 240 million dollar bond. **Root Cause:** Wylie West Junior High will be at or over capacity over the next few years due to the significant growth in the Wylie School District

Student Learning

Student Learning Summary

	APPROACHES							MEETS						MASTERS						
	GRAD	DISTR	CAMP	REGIO	DIFF	STATE	DIFF	DISTR	CAMP	REGIO	DIFF	STATE	DIFF	DISTR	CAMP	REGIO	DIFF	STATE	DIFF	
ELA	5	89	90	79	+11	80	+10	68	74	53	+21	55	+19	39	43	25	+18	28	+15	
	6	89	89	77	+12	75	+14	66	67	50	+17	50	+17	29	32	19	+13	21	+11	
	7	89	88	79	+9	77	+11	67	68	52	+16	52	+16	35	38	24	+14	26	+12	
	8	96	96	85	+11	82	+14	81	83	57	+26	56	+27	52	54	27	+27	27	+27	
MATH	5	93	92	76	+16	79	+13	71	70	45	+25	49	+21	33	35	17	+18	21	+14	
	6	89	89	74	+15	74	+15	46	46	33	+13	37	+9	16	18	11	+7	15	+3	
	7	80	81	64	+17	61	+20	53	54	37	+17	35	+19	15	18	10	+8	10	+8	
	8	91	90	73	+17	74	+16	63	59	39	+20	44	+15	24	23	12	+11	16	+7	
	ALG 1 EOC	95	100	82	+18	78	+22	67	100	45	+55	45	+55	36	95	21	+74	24	+71	*DISTR ICT NUMB ERS INCLU DE HS
SS	8	82	82	60	+22	60	+22	58	60	29	+31	31	+29	38	39	14	+25	15	+24	
SCI	5	83	86	62	+24	63	+23	54	61	31	+30	34	+27	29	36	13	+23	15	+21	
	8	87	85	71	+14	72	+13	62	60	40	+20	45	+15	23	22	11	+11	16	+6	

Student Learning Strengths

Student Achievement Strengths

1. A-F Accountability
2. Using TEKS Resource System as our curriculum to improve instruction.
3. Common Assessments

4. Common Vocabulary
5. Vertical Alignment
6. Year at a Glance (scope and sequence)
7. Instructional Focus Documents
8. Student Leadership Opportunities
9. Community Involvement
10. Multiple Student awards and honors
11. Students are provided many opportunities to be involved in school-related clubs: Brilliant Bulldogs Dyslexia Club, Kindness Club, S2S, Student Council, Art Club, YoYo Club, and LEAD.
12. Above state and region on STAAR Scores
13. Above state and region in attendance
14. High school level classes: Spanish 1, Speech, and Health.
15. All 7th graders take Inter-Personal Studies to foster higher education and career paths.
16. WWJH students show great success in UIL Academics, GT, Band, Choir, Belles, Art, Robotics, CGRI, Athletics, Multi-Media, Theater Arts/One-Act Play, Spelling Bee, TMSCA, and Math Counts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): New STAAR item types and evidence-based writing on all tests require professional development for staff and training for students. **Root Cause:** STAAR redesign with short constructed responses and extended constructed responses, along with new item types and across-the-board 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 and change in 7th grade STAAR test.

Problem Statement 3 (Prioritized): Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys
Root Cause: Continued Growth with new families and staff.

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Problem Statement 5 (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 6: WWJH 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.

Problem Statement 7 (Prioritized): Wylie West Junior High continues to adapt to more online testing and online instructional materials by adding additional Chromebooks each year. **Root Cause:** Each year more resources become digital which places a high demand on the use of technology in the classroom.

Problem Statement 8 (Prioritized): Our district has to have a long-range plan for continued growth. The Wylie ISD School passed a 240 million dollar bond. **Root Cause:** Wylie West Junior High will be at or over capacity over the next few years due to the significant growth in the Wylie School District

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

The Wylie West Junior High 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 is paralleled with best instructional practices and strategies to implement in the classroom.

Wylie West Junior High used 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 differentiation instructing has been provided to all staff members and use of this practice is monitored throughout the district. Identification and targeted intervention at the individual student level is a priority at all campuses. Wylie ISD has contracted with Region XIV for curriculum consultation.

The Wylie West Junior High 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 including academics. Vocational training, dyslexia, speech, and other related services. To the extent that they will benefit, eligible special education students are included with their age-appropriate peers in general education classrooms. Both general education and special education teaching staff have received extensive training in curriculum implementation, making accommodations, adaptations, and modifications for learning differences.

School Organization

The Wylie West Junior High 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 West Junior High 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 in the subject area and a mentor teacher to help with overall classroom management, lesson planning, etc.

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. Recognize teachers, subs, & employees each month.

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.

Needs:

1. Continue to evaluate our intervention systems.
2. Continue to refine our district RTI/MTSS process
3. Continued training in differentiation is needed to strengthen staff, especially the new teachers
4. Frequent walk-through observations in all classes by administrators will identify continued areas of need
5. Serve GT students at the secondary level by offering STEM-based courses
6. New Performance Objectives Identify and serve Kindergarten students through pull-out classes by our GT Coordinator

Continue to host District GT Advisory Committee meetings to determine how to best serve our students. Wylie ISD places student, staff, and visitor safety at the highest priority level. Therefore, we continue our efforts to protect safety as well as Wylie ISD property. In an era of increasing aggressive behavior and crime in schools across the country, Wylie ISD invests in student and staff safety by constantly improving facility security measures. Wylie ISD employs both former military and seasoned law enforcement 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 process may not be publicly shared, wherein strategic and tactical methodologies are to be safeguarded, be assured WISD has many levels of safety and emergency management planning and response protocols in place.

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

1. Investment in the Marshal Program
2. Controlled entries are established at WWJH
3. Safety Drills

Wylie West Junior High completed the following drills in 2023-2024:

1. Evacuation (fire) drill
2. Lockdown/Hold
3. Severe Weather
4. Shelter in Place

Wylie West Junior High has completed the following drills so far in the 2023-2024 School Year:

1. lockdown
2. Hold
3. Fire Drill

School Processes & Programs Strengths

Wylie West Junior High 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 school intervention periods or before school 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 West Junior High.

Professional Learning Communities (PLC 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 in 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 play 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 disadvantaged 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 campus Communication with parents and community via varied sources. (Blackboard, Facebook, Instagram).

Staff Recruitment and Retention:

Wylie West Junior High 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 assignments. Staff members choose summer sessions to attend that address their professional goals and can then be used for comp time during the school year. All professional development sessions are approved by the campus principal to monitor training. Staff members can also enter professional development sessions they attend on their own through Region 14 Pit Stop. Campus administrators provide for the implementation and supervision of campus mentoring programs for all new staff. Instructional specialists and coaches are also provided to assist with planning, curriculum development, and instructional presentation.

Technology:

Every classroom in Wylie West Junior High has access to the 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 System 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. All core classrooms have been provided with a Chromebook cart. WWJH has approximately 40 Chromebook crates.

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 (Prioritized): Our district has to have a long-range plan for continued growth. The Wylie ISD School passed a 240 million dollar bond. **Root Cause:** Wylie West Junior High 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 West Junior High continues to adapt to more online testing and online instructional materials by adding additional Chromebooks each year. **Root Cause:** Each year more resources become digital which places a high demand on the use of technology in the classroom.

Problem Statement 4 (Prioritized): Wylie West JH 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 5 (Prioritized): Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys **Root Cause:** Continued Growth with new families and staff.

Problem Statement 6 (Prioritized): Wylie West Junior High needs to improve processes and professional development in order to address the unique needs of Emerging Bilinguals. **Root Cause:** Our Emerging Bilinguals population continues to grow.

Problem Statement 7 (Prioritized): New STAAR item types and evidence-based writing on all tests require professional development for staff and training for students. **Root Cause:** STAAR redesign with short constructed responses and extended constructed responses, along with new item types and across-the-board online testing.

Problem Statement 8: (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 and change in 7th grade STAAR test.

Problem Statement 9: WWJH 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.

Perceptions

Perceptions Summary

WISD, in cooperation with the parents and community, prepares its students for life-long academic success, responsible citizenship, and sound character. WISD has partnered with all stakeholders through a process to plan for the district's future. A long-range planning committee was created during the 022-2023 school year to make recommendations regarding future facilities. The ability to engage in communication, build relationships, and plan with all stakeholders in these processes has positively influenced the future of the district. WISD involves stakeholders on the District Advisory Committee and Campus Advisory Teams. WISD also involves stakeholders by involving them in calendar, cell phone policy, dress code decisions and much more. Wylie ISD passed a 240 million dollar bond that provided money to renovate WWJH building 2, by adding new flooring and painting the walls throughout the building. Entering the 2024-2025 school year, the WISD Communications Dept. will continue to keep our parents, students, staff, and community informed regarding district news, information, and updates.

Perceptions Strengths

Family and Community Involvement

1. Parents are actively involved in their child's education
2. Parent participation on committees
3. Community business partners actively support the mission of the district
4. Extra-curricular programs in which parents and employees work together to enhance student involvement

WWJH has a series of events each year to provide parents and community members an opportunity to see first-hand what is happening on our campus.

1. Field Trips
2. 8th grade college day
3. PTO Parent Information Nights
4. Wylie Bulldog Education Foundation
5. Book fairs
6. Safety and Security Committee
7. Meet the Teacher
8. Family Nights

School Culture and Climate

1. WWJH staff members develop ownership and commitment to the students.
2. Community, parents, and staff have high expectations for student achievement in all areas.
3. High level of parent and community involvement in all areas.
4. Recognize Positive student and teacher actions with the "Bulldog Impact" award.
5. WWJH offers multiple clubs for students to be a part of (Brilliant Bulldog Dyslexia Club, Kindness Club, S2S, Student Council, LEAD, and Art Club).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Wylie West JH 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 (Prioritized): Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys **Root Cause:** Continued Growth with new families and staff.

Problem Statement 3: WWJH 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.

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Priority Problem Statements

Problem Statement 1: Wylie West Junior High needs to improve processes and professional development in order to address the unique needs of Emerging Bilinguals.

Root Cause 1: Our Emerging Bilinguals population continues to grow.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: New STAAR item types and evidence-based writing on all tests require professional development for staff and training for students.

Root Cause 2: STAAR redesign with short constructed responses and extended constructed responses, along with new item types and across-the-board online testing.

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

Problem Statement 3: Educational programs, physical safety, and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted.

Root Cause 3: School shootings, terroristic threats, and the pandemic have significantly disrupted all school processes, procedures and programs.

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

Problem Statement 4: Our district has to have a long-range plan for continued growth. The Wylie ISD School passed a 240 million dollar bond.

Root Cause 4: Wylie West Junior High will be at or over capacity over the next few years due to the significant growth in the Wylie School District

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Wylie West Junior High continues to adapt to more online testing and online instructional materials by adding additional Chromebooks each year.

Root Cause 5: Each year more resources become digital which places a high demand on the use of technology in the classroom.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: Wylie West JH 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: School Processes & Programs - Perceptions

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

Root Cause 7: Continued Growth with new families and staff.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- 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
- T-TESS 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
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

Goals

Goal 1: Wylie West Junior High 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 Read 180 and System 44 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>Problem Statements: Student Learning 1, 7 - School Processes & Programs 3, 7</p>	Formative		Summative
	Jan	Mar	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: New STAAR item types and evidence-based writing on all tests require professional development for staff and training for students. Root Cause: STAAR redesign with short constructed responses and extended constructed responses, along with new item types and across-the-board online testing.</p>
<p>Problem Statement 7: Wylie West Junior High continues to adapt to more online testing and online instructional materials by adding additional Chromebooks each year. Root Cause: Each year more resources become digital which places a high demand on the use of technology in the classroom.</p>
School Processes & Programs
<p>Problem Statement 3: Wylie West Junior High continues to adapt to more online testing and online instructional materials by adding additional Chromebooks each year. Root Cause: Each year more resources become digital which places a high demand on the use of technology in the classroom.</p>

School Processes & Programs

Problem Statement 7: New STAAR item types and evidence-based writing on all tests require professional development for staff and training for students. **Root Cause:** STAAR redesign with short constructed responses and extended constructed responses, along with new item types and across-the-board online testing.





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

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

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details	Reviews		
Strategy 1: The campus will utilize math intervention programs such as Moby Max and Edgenuity to increase STAAR Math skills. Problem Statements: Student Learning 1, 7 - School Processes & Programs 3, 7	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
Strategy 2: Use of TEKS Resource System to provide an updated, research-based, aligned curriculum across grade levels and content areas. Strategy's Expected Result/Impact: Students' Math scores will show growth towards being on grade or above grade level. Staff Responsible for Monitoring: Teachers, Principal, and Department	Formative		Summative
	Jan	Mar	July
Strategy 3 Details	Reviews		
Strategy 3: Provide effective instructional strategies during accelerated instruction time. Problem Statements: Student Learning 7 - School Processes & Programs 3	Formative		Summative
	Jan	Mar	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: New STAAR item types and evidence-based writing on all tests require professional development for staff and training for students. Root Cause: STAAR redesign with short constructed responses and extended constructed responses, along with new item types and across-the-board online testing.
Problem Statement 7: Wylie West Junior High continues to adapt to more online testing and online instructional materials by adding additional Chromebooks each year. Root Cause: Each year more resources become digital which places a high demand on the use of technology in the classroom.

School Processes & Programs

Problem Statement 3: Wylie West Junior High continues to adapt to more online testing and online instructional materials by adding additional Chromebooks each year. **Root Cause:** Each year more resources become digital which places a high demand on the use of technology in the classroom.





Problem Statement 7: New STAAR item types and evidence-based writing on all tests require professional development for staff and training for students. **Root Cause:** STAAR redesign with short constructed responses and extended constructed responses, along with new item types and across-the-board online testing.

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

Performance Objective 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase by 1%.

High Priority

Evaluation Data Sources: District Performance Data; College, Career, and Military Readiness Data Table . CTE Advisory Board records; Annual Board Report

Strategy 1 Details	Reviews		
<p>Strategy 1: 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 will have a clear understanding of their CCMR goal and will have a plan to work toward that goal with the end in mind for post-secondary awareness and success.</p> <p>Staff Responsible for Monitoring: Administrators, CCMR/CTE Director, Teacher. Counselors</p>	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
<p>Strategy 2: *</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 7 - School Processes & Programs 3, 5 - Perceptions 2</p>	Formative		Summative
	Jan	Mar	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
Student Learning
<p>Problem Statement 3: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
<p>Problem Statement 7: Wylie West Junior High continues to adapt to more online testing and online instructional materials by adding additional Chromebooks each year. Root Cause: Each year more resources become digital which places a high demand on the use of technology in the classroom.</p>

School Processes & Programs

Problem Statement 3: Wylie West Junior High continues to adapt to more online testing and online instructional materials by adding additional Chromebooks each year. **Root Cause:** Each year more resources become digital which places a high demand on the use of technology in the classroom.

Problem Statement 5: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys **Root Cause:** Continued Growth with new families and staff.

Perceptions

Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys **Root Cause:** Continued Growth with new families and staff.

Goal 2: Wylie West Junior High will provide a positive and safe environment for our students and staff.





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

High Priority

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Develop, implement, and assess district safety and security audits to identify hazards, threats, and vulnerabilities that might pose a potential threat to students and staff.</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3, 5 - School Processes & Programs 1, 4, 5 - Perceptions 1, 2, 4</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 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 and 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 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>	Formative		Summative
	Jan	Mar	July
Strategy 5 Details	Reviews		
<p>Strategy 5: 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>	Formative		Summative
	Jan	Mar	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p> <p>Problem Statement 3: 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>
Student Learning
<p>Problem Statement 3: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p> <p>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: School shootings, terroristic threats, and the pandemic have significantly disrupted all school processes, procedures and programs.</p>
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>

School Processes & Programs

Problem Statement 4: Wylie West JH 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 5: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys **Root Cause:** Continued Growth with new families and staff.

Perceptions

Problem Statement 1: Wylie West JH 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 West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys **Root Cause:** Continued Growth with new families and staff.

Problem Statement 4: 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 West Junior High 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>Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 1 - Perceptions 4</p>	Formative		Summative
	Jan	Mar	July

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: 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>
Student Learning
<p>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: School shootings, terroristic threats, and the pandemic have significantly disrupted all school processes, procedures and programs.</p>
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

Problem Statement 4: 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 West Junior High 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 services to address homelessness, pregnancy-related services, dropout recovery, and students in alternative discipline setting</p> <p>Strategy's Expected Result/Impact: Annual attendance goals met.</p> <p>Staff Responsible for Monitoring: Administrators and Counselors</p> <p>Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 1 - Perceptions 4</p>	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide training to promote conflict resolution, healthy relationships, dating violence prevention (Parent Consent Required), character development programs, and 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: Demographics 3 - Student Learning 5 - School Processes & Programs 1 - Perceptions 4</p>	Formative		Summative
	Jan	Mar	July
Strategy 3 Details	Reviews		
<p>Strategy 3: 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: Administrators, Counselors, Program Directors</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>	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:





Demographics
Problem Statement 3: 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.
Student Learning
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: School shootings, terroristic threats, and the pandemic have significantly disrupted all school processes, procedures and programs.
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.
Perceptions
Problem Statement 4: 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 West Junior High 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		
<p>Strategy 1: Evaluate, review, and revise the District Parent Engagement plan at the District Advisory Committee Meeting.</p> <p>Strategy's Expected Result/Impact: Parents feel welcomed and a strong partnership is created.</p> <p>Staff Responsible for Monitoring: Superintendent and Assistant Superintendent.</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 5 - 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:

Demographics
<p>Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
Student Learning
<p>Problem Statement 3: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
School Processes & Programs
<p>Problem Statement 5: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
Perceptions
<p>Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>

Goal 3: Wylie West Junior High 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> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 5 - Perceptions 2</p>	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
<p>Strategy 2: Ensure that parents feel welcome to partner with the school to provide an education of excellence</p> <p>Strategy's Expected Result/Impact: Parents feel welcomed and a strong partnership is created.</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>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
Student Learning
<p>Problem Statement 3: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
School Processes & Programs
<p>Problem Statement 5: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>





Perceptions

Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys **Root Cause:** Continued Growth with new families and staff.

Goal 3: Wylie West Junior High 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 stakeholders, parents, staff, and teachers. Provide 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>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 5 - Perceptions 2</p>	Formative		Summative
	Jan	Mar	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
Student Learning
<p>Problem Statement 3: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
School Processes & Programs
<p>Problem Statement 5: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
Perceptions
<p>Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>

Goal 4: Wylie West Junior High ensures that staff recruitment and retention is a high priority.

Performance Objective 1: Wylie ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, and beliefs.

High Priority

Strategy 1 Details	Reviews		
<p>Strategy 1: Actively work to retain Wylie West Junior High employees by providing feedback to employees through the evaluation process so that employees find meaning and value in their work.</p> <p>Strategy's Expected Result/Impact: Wylie West Junior High will retain 90% of all employees for the 2024-2025 School year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 5 - Perceptions 2</p>	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
<p>Strategy 2: Wylie West Junior High will work to recruit and attract qualified applicants by working with communications and researching effective marketing strategies. Communicate and advertise our annual Teacher Round-Up in March of each year.</p> <p>Staff Responsible for Monitoring: Principal & HR</p> <p>Problem Statements: Demographics 2, 5 - Student Learning 3, 8 - School Processes & Programs 2, 5 - Perceptions 2, 5</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 1 Problem Statements:

Demographics
<p>Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>
<p>Problem Statement 5: Our district has to have a long-range plan for continued growth. The Wylie ISD School passed a 240 million dollar bond. Root Cause: Wylie West Junior High will be at or over capacity over the next few years due to the significant growth in the Wylie School District</p>
Student Learning
<p>Problem Statement 3: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys Root Cause: Continued Growth with new families and staff.</p>

Student Learning

Problem Statement 8: Our district has to have a long-range plan for continued growth. The Wylie ISD School passed a 240 million dollar bond. **Root Cause:** Wylie West Junior High will be at or over capacity over the next few years due to the significant growth in the Wylie School District

School Processes & Programs

Problem Statement 2: Our district has to have a long-range plan for continued growth. The Wylie ISD School passed a 240 million dollar bond. **Root Cause:** Wylie West Junior High will be at or over capacity over the next few years due to the significant growth in the Wylie School District

Problem Statement 5: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys **Root Cause:** Continued Growth with new families and staff.

Perceptions

Problem Statement 2: Wylie West Junior High must continue to emphasize parental involvement and solicit input and feedback through committees and surveys **Root Cause:** Continued Growth with new families and staff.

Problem Statement 5: Our district has to have a long-range plan for continued growth. The Wylie ISD School passed a 240 million dollar bond. **Root Cause:** Wylie West Junior High will be at or over capacity over the next few years due to the significant growth in the Wylie School District

Campus Advisory Team

Committee Role	Name	Position
Parent	Mike Wylie	Parent/Business Rep.
Paraprofessional	Sara Voller	Classroom Aide
Classroom Teacher	Cassidy Champion	6th & 8th Grade Science Teacher
Non-classroom Professional	Kayla Vinson	Counselor
Administrator	Aaron Amonett	Principal