

Wylie Independent School District (Abilene)

Wylie East JH

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wylie East Junior High is a 6th-8th grade campus located within Wylie ISD in Abilene, Texas. Our campus opened in the fall of 2019 as a 5th-8th grade campus. After three school years, our 5th graders were moved to Wylie East Intermediate in the fall of 2022 leaving us with our current 6th-8th grade configuration.

Our campus is showing continued growth with multiple new housing developments currently under construction.

Our total enrollment for the 2024-2025 school year currently sits at 542 students.

The student population is ethnically represented as follows:

25.38% Hispanic

64.12% White

4.2% African American

2.29% Asian

0.19% Native American

0.19% Pacific Isle

3.63% Two or more

Our campus has 26.53% Economically Disadvantaged, 1.34% Emerging Bilinguals, and 24.81% At-Risk.

Demographics Strengths

Wylie is a strong school district that continues to attract many families, thus resulting in rapid growth. Our supportive community places a high priority on education, reflected in the reputation for excellence WISD has sustained throughout the years.

At WEJH, our teachers are dedicated professionals whose commitment to excellence is recognized consistently the the regional and state levels. WEJH provides ongoing opportunities to attend professional development on campus, within the district, at the Region 14 Service Center, and at statewide conferences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): WEJH needs to improve processes and professional development opportunities in order to address the growing population and the unique needs of our Emerging Bilinguals. **Root Cause:** Our Emerging Bilinguals population continues to grow.

Student Learning

Student Learning Summary

		APPROACHES					MEETS					MASTERS				
	GRADE	DISTRIC	REGION	DIFF	STATE	DIFF	DISTRIC	REGION	DIFF	STATE	DIFF	DISTRIC	REGION	DIFF	STATE	DIFF
ELA	3	90	74	+16	75	+15	65	47	+18	48	+17	24	16	+8	19	+5
	4	91	77	+14	76	+15	61	45	+16	46	+15	25	17	+8	21	+4
	5	89	79	+10	80	+9	68	53	+15	55	+13	39	25	+14	28	+11
	6	89	77	+12	75	+14	66	50	+16	50	+16	29	19	+10	21	+8
	7	89	79	+10	77	+12	67	52	+15	52	+15	35	24	+11	26	+9
	8	96	85	+11	82	+14	81	57	+24	56	+25	52	27	+25	27	+25
	ENG 1	90	77	+13	71	+19	78	61	+17	54	+24	23	16	+7	14	+9
	ENG 2	92	82	+10	74	+18	79	65	+14	56	+23	15	12	+3	9	+6
MATH	3	88	63	+25	72	+16	54	37	+17	43	+11	21	14	+7	18	+3
	4	81	63	+18	69	+12	54	37	+17	46	+8	24	15	+9	21	+3
	5	93	76	+17	79	+14	71	45	+26	49	+22	33	17	+16	21	+12
	6	89	74	+15	74	+15	46	33	+13	37	+9	16	11	+5	15	+1
	7	80	64	+16	61	+19	53	37	+16	35	+18	15	10	+5	10	+5
	8	91	73	+18	74	+17	63	39	+24	44	+19	24	12	+12	16	+8
	ALG	95	82	+13	78	+17	67	45	+22	45	+22	36	21	+15	24	+12
SS	8	82	60	+22	60	+22	58	29	+29	31	+27	38	14	+24	15	+23
	US HIS	98	97	+1	95	+3	89	76	+13	71	+18	57	40	+17	39	+18
SCI	5	83	62	+21	63	+20	54	31	+23	34	+20	29	13	+16	15	+14
	8	87	71	+16	72	+15	62	40	+22	45	+17	23	11	+12	16	+7
	BIO	98	92	+6	89	+9	78	61	+17	57	+21	35	20	+15	22	+13

Student Learning Strengths

Student Achievement Strengths

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

- Vertical Alignment
- Year at a Glance (scope and sequence)
- Instructional Focus Documents
- Student Leadership Opportunities
- Community Involvement
- Multiple Student awards and honors
- Above state and region on STAAR Scores
- WEJH students show great success in UIL Academics, Band, Choir, Belles, Art, Robotics, CGRI, Athletics, 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 requires 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.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

The Wylie ISD administrative team supports district faculty and staff in the mission to promote student achievement by providing engaging professional learning centered around the district's adopted research-based curriculum, which paralleled with best instructional practices and strategies to implement in the classroom.

Wylie ISD 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 ISD Special Education Department works with students with disabilities and parents to ensure needs are met in the classroom through strategically implemented instruction in order to endure the students are prepared for life beyond high school. Students are offered 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.

School Organization

Wylie ISD receives state, local and federal finding including Title I, II-A, III, IV, Carl Perkins, Carl Perkins V, Cares ESSER, IDEA-B. Wylie ISD received the state's highest financial integrity rating.

The district serves students from the Pre-school Program for children with Disabilities (PPCD) through 12th grade. Wylie ISD staff includes teachers, professional support, education aides, campus administration, central administrative staff, and auxiliary staff.

The District Advisory Committee and the Campus Advisory Teams meet during the year to review for planning and decision making; these committees are comprised of staff, parents, business, and community members.

District and campus information is disseminated through multiple sources such as the WISD website, Blackboard, and social media. The online Family Access system is available for parents to view grades, assignments, and attendance.

Staff Quality, Recruitment, and Retention

WEJH maintains a 100% Highly Qualified staff at all times. WEJH currently has 78 staff members and 40 of those being classroom teachers. At the end of 2022-2023, WJH had 2 teachers go to Wylie East Intermediate , 1 teacher go to WWJH, and 2 go to WHS due to coaching changes.

New employees are involved in an induction program consisting of New Teacher Orientation, Texas Teacher Evaluation System (T-TESS), and TEKS Resource System trainings. Based on the new employee's assignment, staff members are required 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 to provide sound operational and instructional systems in order 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

- Continue to evaluate our intervention systems.
- Continue to refine our district RTI/MTSS process
- Continued training in differentiation is needed to strengthen staff, especially the new teachers
- Frequent walk-through observations in all classes by administrators will identify continued areas of need
- Serve GT students at the secondary level by offering STEM based courses
- 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 measure. Wylie ISD employs both former military and seasoned law enforcement and officers from area agencies to serve as School Marshalls. 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 WSD has many levels of safety and emergency management planning and response protocols in place.

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

- Investment in the Marshal Program

- Controlled entries established at each campus
- Safety Drills

Campuses completed the following drills in 2022-2023:

- Evacuation (fire) drill
- Lock down
- Severe Weather
- Shelter in Place

School Processes & Programs Strengths

WISD's strengths are many. Some of the highlights are as follows:

The Board of Trustees has accepted the challenges of the growing and changing district with the optimism and resolve necessary to ensure continued success of our students. The Trustees remain very involved in local and state efforts to improve education for all students and staff. The WISD Board of Trustees continues to display the leadership and commitment to the district at the highest level. The WISD Business Dept. continues to demonstrate sound fiscal management. WISD receives a Superior Rating in the school Financial Integrity Rating System of Texas (FIRST) annually. WISD has been able to accomplish that while simultaneously lowering the taxation rate for our community.

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 to disaggregate the data. That data is used by classroom teachers, specialists, and administrators to address the needs of individual students. WISD Junior High campuses have double blocked classes in Reading to provide additional sustained instructional time. All tested campuses provide accelerated instruction opportunities during summer school, during tutorial time, and intervention periods to provide support for struggling students.

WISD employees one full-time Gifted and Talented Coordinator and one part-time GT Assistant Coordinator to support our GT program.

School Organization

- Involved parents and a community that supports the district and individual campuses.
- Communication with parents and community via varied sources.

- Superior rating in the Financial Rating System of Texas since inception of the rating system.

Staff Recruitment and Retention

WISD 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 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 presentations.

Technology

- Every classroom in WISD has access to internet and all campuses have interactive screens.
- 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.
- WEJH currently has 8 Chromebook carts and we are working to add more.

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 violence, terroristic threats, and the pandemic have significantly disrupted all school processes, procedures, and programs.

Problem Statement 2 (Prioritized): Our district must have a long-range plan for continued growth. The WISD School Board unanimously voted to place a bond referendum on the November ballot. **Root Cause:** WHS is currently overcrowded and multiple campuses need upgrades. Transportation and technology upgrades are needed district-wide.

Problem Statement 3 (Prioritized): WEJH has been provided Chromebooks for student use due to the passage of the WISD bond. **Root Cause:** Each year more resources become digital which places a high demand on the use of technology in the classroom.

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 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 and dress code decisions.

Entering the 2023-2024 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

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

WEJH has a series of events each year to provide parents and community members as opportunity to see first-hand what is happening on our campus. Those activities include: Open House, parent-teacher conferences, holiday programs, and culminating presentations.

School Culture and Climate

- WEJH staff members develop ownership and commitment to the students.
- Community, parents, and staff have high expectations for student achievement in all areas.
- High level of parent and community involvement in all areas.
- Each One, Reach One
- WEJH Standards of Excellence
- GO WYLIE

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): WEJH must continue to emphasize parental involvement and solicit input and feedback through committees and surveys. **Root Cause:** There

has been significant growth with new families and new staff.

Priority Problem Statements

Problem Statement 1: WEJH needs to improve processes and professional development opportunities in order to address the growing population and the unique needs of our Emerging Bilinguals.

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: New STAAR item types and evidence based writing on all tests requires 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

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 violence, terroristic threats, and the pandemic have significantly disrupted all school processes, procedures, and programs.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our district must have a long-range plan for continued growth. The WISD School Board unanimously voted to place a bond referendum on the November ballot.

Root Cause 4: WHS is currently overcrowded and multiple campuses need upgrades. Transportation and technology upgrades are needed district-wide.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: WEJH has been provided Chromebooks for student use due to the passage of the WISD bond.

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: School Processes & Programs

Problem Statement 6: WEJH must continue to emphasize parental involvement and solicit input and feedback through committees and surveys.

Root Cause 6: There has been significant growth with new families and new staff.

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Wylie East 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
Strategy 1: Students who did not meet standards will be in advisory class with our academic coach.	Formative		Summative
	Jan	Mar	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Wylie East 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews		
Strategy 1: Students who did not meet standards will be in advisory class with our academic coach.	Formative		Summative
	Jan	Mar	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Wylie East 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

Summative Evaluation: Met Objective





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

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

High Priority

High Priority

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





Strategy 1 Details	Reviews		
Strategy 1: WEJH will conduct required safety drills throughout the school year. Daily safety checks will be conducted.	Formative		Summative
	Jan	Mar	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 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		
Strategy 1: The WEJH SSSPT team meets every Friday to check on the well-being of our students. Other meetings are held as needed.	Formative		Summative
	Jan	Mar	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Performance Objective 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		
Strategy 1: Social and emotional learning happens through our Bulldog Bridge periods.	Formative		Summative
	Jan	Mar	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Strategy 1 Details	Reviews		
Strategy 1: Parents and community members are invited to participate on committees.	Formative		Summative
	Jan	Mar	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

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

Performance Objective 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