

# Wylie Independent School District (Abilene)

## District Improvement Plan

2024-2025



# Mission Statement

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics Summary

### Student Data

Wylie ISD is an ECC - 12<sup>th</sup> grade school district located in Taylor County. There are 8 campuses in the district consisting of one ECC campus, two elementary campuses, two Intermediate campus, two Junior High campuses and one High School.

The district is showing continued growth with multiple new housing developments currently being constructed within the district. The new growth has increased the enrollment at all of our campuses. Our overall increase in enrollment is 141 students at 2.3%. Our total enrollment is 5507students.

The student population is ethnically represented as follows:

24.78% Hispanic students, 60.93% White students,4.94 % African American students, 3.23% Asian, 0.32% Native American students, 0.15% Pacific Isle and Two or more 5.62%.

The district has 28.58% Economically Disadvantaged, 2.94%, Emergent Bilinguals, and 23.93% At-Risk.

The district has three Title 1 Targeted Assisted campuses: Wylie West ECC, Wylie West Elementary and Wylie East Elementary. The purpose of Title 1 funds is to ensure that all children have a fair, equal, an significant opportunity to obtain a high-quality education and rich, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

### ESL Program

Wylie serves 145 Emergent Bilingual students with Content Based Language Instruction. Teachers instruct using the English Language and academic content. Our goal is to have 100% of our Emergent Bilingual students in a Reading English Language Arts class with a teacher that is certified in ESL. We have established a partnership with Region XIV to provided Professional Development and trainings to achieve this

goal.

### **Staff Quality, Recruitment, and Retention**

Wylie I.S.D. maintains a 100% Highly Qualified staff in the four core subjects at all times. Wylie ISD currently has 743 staff members with 368 of those being classroom teachers. At the end of 2023-2024, Wylie ISD had 4 teachers retire and 54 leave the district and 1 who became a retire/rehire employee.

Wylie ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees.

Wylie ISD opened up the Pup Academy in 2024. The daycare has been a huge success. It provides professional care for our employee's children and is a great recruiting tool for applicants in need of child care.

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 to receive training in Youth Mental Health and First Aid, Stop the Bleed, 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.

## **Demographics Strengths**

### **Demographics Strengths**

Wylie is a very popular school district that attracts many families. This desirability has resulted in rapid growth for the district. Wylie has a very supportive community that places a high priority on education, reflected in the reputation for excellence the Wylie ISD has built and sustained through the years.

WISD maintains a high graduation rate.

Pride in the Being a Wylie Bulldog remains high. The Wylie ISD community is proud of the many academic and extracurricular accomplishments of the District in a variety of extra curricular activities.

The District continues to attract and retain quality teachers and staff. Our teachers are dedicated professionals whose commitment to excellence is recognized consistently at the regional and state levels.

Wylie ISD provides ongoing opportunities to attend professional development in the district, Regional Service Center and to attend statewide conferences and workshops. Wylie is forward thinking and looking to transform education for the 21st Century Learner.

Wylie ISD provides a strong professional development program for employees. Instructional staff members have access to online as well as

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

### **Problem Statements Identifying Demographics Needs**

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

**Root Cause:** The population of EmergentBilinguals continues to grow.

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

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

# Student Learning

## Student Learning Summary

### Student Achievement Summary

2024 Results

### Wylie 2024 Domain 1 STAAR Data

Wylie 2024 Domain 1 STAAR Data													
		Approaches Grade Level			Meets Grade Level			Masters Grade Level			Domain 1 Average		
		District	Region	State	District	Region	State	District	Region	State	District	Region	State
Reading	Grade 3	88%	70%	72%	62%	42%	46%	25%	15%	20%	58%	42%	46%
	Grade 4	92%	79%	79%	58%	45%	49%	27%	18%	22%	59%	47%	50%
	Grade 5	87%	76%	78%	62%	50%	53%	32%	24%	28%	60%	50%	53%
	Grade 6	88%	76%	75%	68%	54%	54%	31%	20%	25%	62%	50%	51%
	Grade 7	87%	73%	72%	68%	51%	52%	35%	24%	28%	63%	49%	51%
	Grade 8	89%	80%	79%	72%	54%	54%	41%	25%	28%	67%	53%	54%
	English I	89%	76%	67%	80%	61%	54%	30%	19%	17%	66%	52%	46%
	English II	91%	81%	74%	79%	68%	60%	12%	8%	9%	61%	52%	48%



## Wylie 2024 Domain 1 STAAR Data

<b>Math</b>	Grade 3	86%	60%	68%	58%	33%	40%	20%	11%	15%	55%	35%	41%
	Grade 4	78%	57%	67%	54%	36%	44%	24%	14%	20%	52%	36%	44%
	Grade 5	88%	70%	75%	71%	43%	48%	29%	15%	19%	63%	43%	47%
	Grade 6	82%	66%	69%	42%	30%	37%	15%	8%	13%	46%	35%	40%
	Grade 7	74%	55%	53%	49%	33%	32%	14%	10%	10%	46%	33%	32%
	Grade 8	84%	67%	70%	52%	34%	40%	10%	10%	15%	49%	37%	42%
	Algebra I	93%	82%	79%	69%	45%	45%	45%	24%	25%	69%	50%	50%
<b>Science</b>	Grade 5	84%	56%	56%	53%	25%	26%	22%	10%	10%	53%	30%	31%
	Grade 8	82%	68%	68%	54%	38%	42%	19%	11%	16%	52%	39%	42%
	Biology	98%	93%	91%	76%	61%	57%	32%	17%	19%	69%	57%	56%
<b>Social Studies</b>	Grade 8	77%	57%	57%	46%	28%	31%	25%	13%	16%	49%	33%	35%
	US History	100%	97%	95%	86%	76%	69%	55%	41%	37%	80%	71%	67%
<b>OVERALL AVERAGE</b>											59%	45%	46%

We have 6 campuses that administer STAAR assessments. Wylie ISD students perform above the state and regional averages in all grade levels and content areas. Most student groups are consistently falling into the category of **“Approaches Grade Level”** in all subject areas. **“Approaches Grade Level”** equates to the passing of the state assessment. **“Approaches Grade Level”** indicates that the student is likely to succeed at the next grade level with targeted academic intervention. The district is pleased with this level of student performance. Wylie ISD recognizes that there is a need for improvement at the **“Meets Grade Level”** category. **“Meets Grade Level”** indicates that the student has a high likelihood of success at the next grade level with short-term, targeted intervention.

Wylie I.S.D. uses a number of methods to disaggregate and analyze data. Campuses use benchmarks to conduct progress monitoring for struggling students. The district also uses DMAC to analyze campus benchmark assessments. We have also disaggregated preliminary STAAR/EOC results to determine strengths and weaknesses.

It is also necessary to adjust the type of instruction provided to our special education and Title 1 students to make sure they are successful at a higher cognitive level. All grade levels are implementing programs and activities to improve STAAR and EOC score for all Special Education students. Programs have been implemented to improve Reading for Title 1 students in grades PK-2 and Math at the 3rd grade level at our East Elementary campus.

We are using Edgenuity, IXL, Read 180, Lowman Education, Progress Learning, Moby Max and Lexia Core 5 for accelerated instruction at our campuses.

#### **Student Learning Strengths**

#### **Student Achievement Strengths**

- A-F Accountability
- Using TEKS Resource System as our curriculum to improve instruction

Common Assessments      - Common Vocabulary      - Instructional Focus Document (Drill down the TEKS)

Vertical Alignment      - Year at a Glance (Scope and Sequence)

- Multiple student awards and honors
- Community involvement
- Student Leadership

- Above the state average in:

STAAR Assessments

AP Scores

Graduation Rate

SAT Scores

Dual Credit Participation

ACT Scores

Wylie ISD identifies the importance of a well-rounded education. Our students have shown great success in the following:

UIL Academics

FFA/Ag

Art

Poetry

Athletics

One Act Play

Choir

CX Debate

Congress Debate

Band

Robotics

Informative Extemporaneous

The district has a robust Career and Technical Education (CTE) program. The CTE program offers pathways creating a coherent sequence of coursework, aligned resources, credentials, and work-based learning. Wylie ISD offers career and technical education programs in Agriculture, Food, & Natural Resources, Arts, Audio/Visual, & Communications, Business, Marketing, & Finance, Hospitality & Tourism, STEM, Health Science, Education & Training, and Human Services. Many programs offer work-based learning opportunities through the Practicum courses. Many programs of study offers internships. Teachers of Practicum courses develop relationships with business and industry partners to develop experiences for student’s individual needs and

Wylie ISD CTE seeks to partner with all stakeholders to educate our community on the importance of work-based learning. The CTE department is also partnering with local community colleges to establish more opportunities for CTE dual credit. CTE continues to connect with to community to engage all stakeholders in the career exploration process for students as well as preparing all our students for college, career, and military readiness.

- Wylie ISD employees one full-time Gifted and Talented (GT) Coordinator and one part-time (GT) Assistant Coordinator to support our

Gifted and Talented Program.

- The number of Career Technology Education course offerings and pathways has continued to increase in response to student interest.
- CTE continues to refresh and revise their programs to meet the needs of its students and community. Numerous CTE courses have been added over the last few years.

Certified Nursing Assistant Program	Advanced Floral Design	Electrical Technology I
Certified Veterinarian Assistant program	Fashion Design II	Practicum of Audio/Video Production
Principles of Construction	Practicum of Graphic Design and Illustration	Practicum of Entrepreneurship
Turf Grass Management	Landscape Management	Fundamentals of Real Estate

**Problem Statements Identifying Student Learning Needs**

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

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

**Problem Statement 3 (Prioritized):** The number of students will meet College, Career, & Military Readiness (as defined by TEA indicators) will increase. **Root Cause:** The State Accountability System Refresh will necessitate an increase in the number of students that are required to meet CCMR Readiness.

**Problem Statement 4 (Prioritized):** Reading Scores need to improve at the Meets Grade Level **Root Cause:** Lack of emphasis on the importance of the raising students scores from the Approaches Grade Level (passing) to the Meets Grade Level.

**Problem Statement 5 (Prioritized):** Effectively implement Title I school-wide program that builds a strong foundation for reading and math. **Root Cause:** Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

## **District Processes & Programs**

### **District Processes & Programs Summary**

### **District Processes & Programs**

#### **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 uses TEKS Resource System as our curriculum for grades K-12. TEKS Resource System is aligned with the Texas Essential Knowledge and Skills (TEKS). The Year at a Glance (YAG) documents serve as the scope and sequence while the Instructional Focus Documents (IFDs) help teachers understand the depth to which each student expectation should be taught. Each campus develops a timeline for assessing student performance periodically throughout the school year and the data from those assessments are used to direct instructional focus. Wylie I.S.D. has a variety of assessment tools available to provide data for diagnosis including the Star Reading Assessments, mClass, and GT screening. Students are placed in the intervention model that is least restrictive but will provide the most productive acceleration of learning. Professional development in differentiating instruction has been provided to all staff members and use of this practice is monitored throughout the district. Identification and targeted intervention at the individual student level is a priority at all campuses. Wylie ISD has contracted with Region XIV for curriculum consultation. We added an additional part-time Instructional Technology position for the 2024-2025 School year.

The Wylie ISD Special Education Department works with students with disabilities and parents to ensure needs are met in the classroom through strategically implemented instruction in order to ensure the students are prepared for life beyond high school. Students are offered a full range of services to meet their identified needs to include academic, 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 funding including Title I, II-A, III, IV, Carl Perkins, Carl Perkins V, Cares ESSER, IDEA-B.

The district serves students from the Pre-school Program for Children with Disabilities (PPCD) through 12th grade. WISD staff includes teachers, professional support, educational 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.

## **Technology Summary**

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

We have a total of:

- 6251 Chromebooks
- 275 Chromebook Carts
- 950 Laptop Computers
- 400 Desktop Computers
- 1627 iPads

## **School Safety**

Wylie ISD places student, staff, and visitor safety at the highest priority level. Therefore, we continue our efforts to protect personal safety as well as Wylie ISD property. In an era of increasing aggressive behavior and crime in schools across the country, Wylie ISD invests in student and staff safety by constantly improving facility security measures. Wylie ISD employees both former military and seasoned law enforcement officers from area agencies to serve as School Marshals. Wylie ISD employees a School Resource Officer that houses at the High School.

### School Resource Officer Goals and Objectives:

- To foster educational programs and activities that will increase students' knowledge of and respect for the law and the function of law enforcement agencies.
- To protect the health, safety and welfare of all students, employees and citizens by acting swiftly and cooperatively with the School District in response to criminal offenses at the District.
- To report crimes that occur on campus and to cooperate with the Police Department in their investigation of crimes.
- To cooperate with the Police Department in their investigations of criminal offenses that occur on or off campus related to School District students.

### School Resource Officer Duties:

- Shall conduct in-depth criminal investigations
- Will comply with and enforce state and local laws
- Will not enforce ordinary school discipline, unless it pertains to preventing imminent risk of harm to any person.

The district is also continuously assessing security needs and implementing additional safety measures. While the district's emergency management and preparedness processes may not be publicly shared, wherein strategic and tactical methodologies are to be safeguarded, be assured WISD has many levels of safety and emergency management planning and response protocols in place.

### **Mental Health**

Wylie ISD recognizes the need for an increased district focus on mental health awareness. School based mental health services are delivered by trained mental health professionals who are employed by our school district.

- Licensed School Psychologist
- Communities in Schools employees
- Added a total of four new Communities in Schools employees to the district. They are housed at the Elementary and Intermediate School campuses.

- Mentors Care employees
- Chaplain

### **Random Student Drug Testing Program**

- Implemented at Wylie High School
- Partner with Permian Basin Drug and Alcohol Testing to randomly test students participating in extra-curricular activities.

### **District Processes & Programs Strengths**

#### **Processes and Programs Strengths**

Wylie ISD'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 Wylie ISD Board of Trustees continues to display the leadership and commitment to the district at the highest level. The Wylie ISD Business Department continues to demonstrate sound fiscal management.

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



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## **School Organization**

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

## **Technology**

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

Wylie ISD purchased the following with funds from the 2023 Bond:

- 3550 Chromebooks
- 175 Chromebook Carts
- 700 laptops
- New AV Lab equipment
- Additional Access Points
- Replacement of all District Network Switches

## School Safety

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

- Investment in the Marshal Program.
- Controlled entries established at each campus.
- Safety Drills

Campuses completed the following drills in 2023-2024.

1. Evacuation (fire) Drill
2. Lock down
3. Severe Weather
4. Shelter in Place
5. HOLD - Stay in class, business as usual.

Actively enforce safety guidelines.

- Each campus must ensure that systems are in place to provide consistent enforcement of campus and district expectations
- Purchase of the Angel Protection Camera System
- Implement the "Staying Safe" Curriculum
- Students are unable to reach maximum performance unless there is an environment that is conducive to success
- Continue to implement procedures for various safety/emergency situations

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** (Prioritized): Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be

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

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

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

# Perceptions

## Perceptions Summary

### Perceptions Summary

The Wylie Independent School District, in cooperation with the parents and community, prepares its students for life-long academic success, responsible citizenship, and sound character.

Wylie ISD has partnered with all stakeholders through a process to plan for the district's future growth. A long-range planning committee was created during the 2022-23 school year to make recommendation's regarding future facilities. We successfully passed a 240 million dollar bond in November of 2023. Construction projects began during the summer of 2024. These projects included the building of new tennis courts and laying down two new practice turf fields. Construction on the HS Vocational Agriculture building and a new elementary campus will begin in the fall of 2024. The district has also purchased 7 route buses and 5 activity buses with bond money 2024. The ability to engage in communication, build relationships, and plan with all stakeholders in these processes has positively influenced the future of the district.

Some of the ways WISD involves stakeholders is through stakeholder representation on the District Advisory Committee and Campus Advisory Teams. Wylie ISD also involves stakeholders by involving them in Calendar and Dress Code decisions.

Entering the 2024 -25 school year the Wylie ISD Communications Department will continue to keep our parents, students, staff, and community informed regarding district news, information, and updates.

### Family and Community Involvement Summary

Parent and community involvement is a vital factor to the success of Wylie ISD. There are numerous opportunities to become active participants:

<b>Campus Educational Council</b>	<b>Field Trips</b>	<b>Career Day</b>
PTO	Parent Information Nights	Project Graduation

<b>Campus Educational Council</b>	<b>Field Trips</b>	<b>Career Day</b>
Wylie Bulldog Education Foundation	Book Fairs	Safety and Security Committee
Veteran’s Day Program	Open House	Family Nights
TOTS Program	Booster Clubs	Parent of the Month
Kindergarten Roundup		

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

## **School Culture and Climate**

### **School Culture and Climate Summary**

Each campus in Wylie I.S.D. has developed a plan for Positive Behavioral Support that addresses the needs of that campus.

The elementary and intermediate campuses focus on the development of strong character traits and decision-making. Students are taught that each choice they make, good or bad, comes with a positive or negative consequence.

At the secondary campuses, the plan focuses on behavioral expectations in order to provide maximum learning opportunities in the classroom setting. Secondary campuses have a high level of participation in co-curricular and extra-curricular activities. Many students participate in multiple activities.

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

## **Perceptions Strengths**

### **Perception Strengths**

#### **Family and Community Involvement**

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

Each campus has a series of events each year to provide parents and community members an opportunity to see first-hand what is happening on each campus. Open houses, family nights, parent-teacher conferences, program meetings, holiday programs, and culminating presentations are just a few of the ways Wylie ISD campuses reach out to community and parents. Wylie West Elementary, East Elementary, and Early Childhood hold Title 1 parent nights twice a year.

#### **School Culture and Climate**

Wylie I.S.D. staff members develop ownership and commitment to the students and campus goals.

Programs that promote these goals

- Character Counts and the Bulldog Bridge programs
- Student Council Leadership Program
- Community, parents, and staff have high expectations for student achievement in all areas
- High level of parent and community involvement
- Mentoring Minds program (High School)
- Programs related to internet safety and bullying
- "Bark Friday" Catching students Being respectful, Acting responsible, Reaching their goals and Keeping it kind
- "Acts of Kindness" club has been established at our East Elementary campus.

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

### **Problem Statements Identifying Perceptions Needs**

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

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

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

# Priority Problem Statements

**Problem Statement 1:** (Prioritized) Math scores are decreasing as a trend.

**Root Cause 1:** Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Effectively implement Title I school-wide program that builds a strong foundation for reading and math.

**Root Cause 2:** Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Reading Scores need to improve at the Meets Grade Level

**Root Cause 3:** Lack of emphasis on the importance of the raising students scores from the Approaches Grade Level (passing) to the Meets Grade Level.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** The number of students will meet College, Career, & Military Readiness (as defined by TEA indicators) will increase.

**Root Cause 4:** The State Accountability System Refresh will necessitate an increase in the number of students that are required to meet CCMR Readiness.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Wylie ISD recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts.

**Root Cause 5:** Students are struggling with Mental Health issues. Mental health disorders can affect a student's classroom learning and social interactions.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** Wylie ISD recognizes the need for upgrades in technology.

**Root Cause 6:** Wylie ISD has not invested in infrastructure and classroom technology in past years.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** (Prioritized): Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted.

**Root Cause 7:** School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.

**Problem Statement 7 Areas:** District Processes & Programs

**Problem Statement 8:** (Prioritized) New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students



**Root Cause 8:** STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Wylie ISD continues to recruit highly qualified teachers and staff members to meet the continued student enrollment growth.

**Root Cause 9:** Continued enrollment increase in our school district necessitates the need for more teachers and staff

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** Wylie ISD must continue to emphasize parental involvement and solicit input and feedback through committees and surveys

**Root Cause 10:** Continued Growth with new students and parents in our community.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** (Prioritized): Wylie ISD needs to improve processes and professional development in order to address the unique needs of Emergent Bilinguals .

**Root Cause 11:** The population of EmergentBilinguals continues to grow.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Wylie ISD enrollment projections indicate future growth. The growth will require us to continuously monitor facility adequacy and programming to meet student needs. The passing of the 2023 bond will provide funding to meet these needs.

**Root Cause 12:** Wylie ISD is experiencing a period of growth in student enrollment.

**Problem Statement 12 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA 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 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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**

- 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-P ESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other 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 ISD 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><b>Strategy 1:</b> The district will utilize reading intervention programs such as Lexia Core 5, Read 180/System 44, Lowman Education, IXL and Amplify/mCLASS to increase literacy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers, Principals, Curriculum Team</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Lexia - Compensatory Education - \$23,400, Read 180/System 44 - Compensatory Education - \$12,600, Amplify/mClass - Compensatory Education - \$28,600, Lowman Education - 199 Curriculum - \$30,000, IXL - Compensatory Education - \$6,500</p>	Formative		Summative
	Jan	Mar	July
			
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' reading scores will show growth towards reading on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Team</p> <p><b>Funding Sources:</b> - 199 Curriculum - 199 - \$24,000</p>	Formative		Summative
	Jan	Mar	July

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Increase rigor and student engagement in Tier 1 during enrichment periods and provide effective instructional strategies during accelerated instruction time. Utilize programs such as Lexia Core 5, Edgenuity , IXL, Lowman Education, and Progress Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' reading scores will show growth towards reading on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Team</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Edgenuity - Compensatory Education - \$12,500, Progress Learning - Compensatory Education - \$5,200, IXL - Compensatory Education - \$6,500, Lowman Education - 199 Curriculum - \$15,000, Lexia Core 5 - Compensatory Education - \$23,400</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> K-3rd grade teachers and principals will attend Reading Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher Instructional strategies will improve as a result of participation in the Reading Academy. Students' reading scores will show growth towards reading on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt.</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> - 199 Curriculum - \$21,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principals, Curriculum Team</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 199 Staff Development - \$2,500</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
<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:**

## Student Learning

**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 & extended constructed responses, along with new item types and online testing

**Problem Statement 4:** Reading Scores need to improve at the Meets Grade Level **Root Cause:** Lack of emphasis on the importance of the raising students scores from the Approaches Grade Level (passing) to the Meets Grade Level.

**Problem Statement 5:** Effectively implement Title I school-wide program that builds a strong foundation for reading and math. **Root Cause:** Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

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

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





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Performance Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The district will utilize Moby Max, Lowman Education, IXL, and Edgenuity for our math intervention programs to increase numeracy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Following the MTSS process, students will apply grade level numeracy skills to math content. Students' Math scores will show growth towards Meets Grade Level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Team</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Moby Max - Compensatory Education - \$21,250, Edgenuity - Compensatory Education - \$12,500, Lowman - 199 Curriculum - \$15,000, IXL - Compensatory Education - \$6,500</p>	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' Math scores will show growth towards being on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Team</p> <p><b>Funding Sources:</b> TEKS Resource System - 199 Curriculum - \$24,000</p>	Formative		Summative
	Jan	Mar	July



Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Increase rigor and student engagement in Tier 1 during enrichment periods and provide effective instructional strategies during accelerated instruction time. Utilize programs such as Moby Max, Edgenuity, IXL, Lowman Education, and Progress Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' Math scores will show growth towards being on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Team</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Edgenuity - Compensatory Education - \$12,500, Progress Learning - Compensatory Education - \$5,200, IXL - Compensatory Education - \$3,250, Lowman Education - 199 Curriculum - \$15,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principals, Curriculum Team</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 199 Staff Development - \$2,500</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
<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:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> (Prioritized) New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students <b>Root Cause:</b> STAAR redesign with short constructed responses &amp; extended constructed responses, along with new item types and online testing</p> <p><b>Problem Statement 2:</b> (Prioritized) Math scores are decreasing as a trend. <b>Root Cause:</b> Lack of intervention programs dedicated to math coupled with gaps due to issues related to COVID</p>

**Goal 1:** Wylie ISD 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><b>Strategy 1:</b> The district will track student choice and monitor progress and successful completion in all areas of College, Career, and Military Readiness (CCMR). We utilize the software program Career Craft.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, CCMR/CTE Director, Counselors</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Career Craft - TRPN Grant - \$9,563</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Career and Technology Education will develop and implement a plan that links new pathways, develops local partnerships, and gives students the opportunity to acquire industry-based certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing the number of partnerships will provide multiple opportunities for students to graduate future ready with as many skills-based certificates, licenses and/or certifications as possible</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CCMR/CTE Director, Counselors</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> - Carl Perkins - \$29,579</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> The district will continue to explore options for students to become core complete or earn a Level I/Level II Certificate from a cooperating college by the time they graduate from high school as well as enter into higher education.</p> <p><b>Strategy's Expected Result/Impact:</b> New partnership exploration and existing partnership expansion will lead to obtaining a degree or student certificate</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CCMR/CTE Director, Counselors</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

**Student Learning**

**Problem Statement 3:** The number of students will meet College, Career, & Military Readiness (as defined by TEA indicators) will increase. **Root Cause:** The State Accountability System Refresh will necessitate an increase in the number of students that are required to meet CCMR Readiness.





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

**Performance Objective 4:** Effectively manage Title I school-wide programs at the West Early Childhood, West Elementary and East Elementary campuses.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Performance Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Continue to provide reading specialists and aides at the Title I (Targeted Assistance) Campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow for additional reading and instructional support to help ensure student success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and Asst. Supt.</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> - 211 Title I Part A - \$293,280</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Conduct campus needs assessments to identify areas of weakness and strength for data driven instruction and reform.</p> <p><b>Strategy's Expected Result/Impact:</b> Review the progress of students not reading at grade level and who are not likely to pass STAAR and discuss the intervention plan to ensure student success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Team</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide campuses with intervention programs that are scientifically based in research - Lexia Core 5.</p> <p><b>Strategy's Expected Result/Impact:</b> Review the progress of students not reading at grade level and who are not likely to pass STAAR and discuss the intervention plan to ensure student success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Team</p> <p><b>Funding Sources:</b> Lexia Core 5 - Compensatory Education - \$7,500</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
<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 4 Problem Statements:**

**Student Learning**





**Problem Statement 5:** Effectively implement Title I school-wide program that builds a strong foundation for reading and math. **Root Cause:** Children have not received a strong foundation for reading and math at home when they enroll as kindergarten students.

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

**Performance Objective 5:** Effectively manage ESL programs at all campuses. Partner with Region XIV for guidance within our ESL Program. We joined the Region XIV Emergent Bilingual Cohort in the Spring of 2023.

**High Priority**

**Evaluation Data Sources:** District Performance Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Consultants from Region XIV will provide Professional Development for our staff that have Emergent Bilingual students in their classrooms. Consultants will visit campuses and will provide strategies to teachers and counselors to better meet the needs of our growing Emergent Bilingual population.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow for additional support to help ensure student success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Counselor, Assist. Supt.</p> <p><b>Funding Sources:</b> - Title III Funds - \$13,392</p>	Formative		Summative
	Jan	Mar	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

High Priority


**High Priority**

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


Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Develop, implement, and assess district safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, School Marshals, Administrators, Student Resource Officer.</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Continue to be active and visible on district campuses (interior and exterior) and facilities through various usage of safety and security personnel that includes daily door checks and patrolling exterior campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, School Marshals, Administrators, Student Resource Officer.</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Campus Safety Upgrades - Safety Grant - \$260,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Review, monitor, and revise the Standard Response Protocol, Emergency Operations Plan, and Active Threat Procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, School Marshals, Administrators, Student Resource Officer.</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Ensure that all safety drills, staff trainings, and facility checks are conducted and debriefed with corrective actions, as necessary. Incorporation and completion of the ALERT/ CRASE (Active Shooter) Training Programs for all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, School Marshals, Administrators, Student Resource Officer.</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower number of student discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Implement the School Safety Response Curriculum "Staying Safe" for students in Wylie ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Teaches students and staff how to respond during an active event.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Assistant Supt. of Operations Curriculum Team</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**District Processes & Programs**

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





**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		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities.</p> <p><b>Staff Responsible for Monitoring:</b> Safe and Supportive School Staff</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	Formative		Summative
	Jan	Mar	July

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**





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

**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		
<p><b>Strategy 1:</b> Provide services to address homelessness, pregnancy related services, dropout recovery, and students in alternative discipline setting</p> <p><b>Strategy's Expected Result/Impact:</b> Annual attendance goals met.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide training to promote conflict resolution, healthy relationships, dating violence prevention (Parent Consent Required), character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of student referrals for violent and/or socially irresponsible behavior</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> 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 and School Chaplain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student safety (decreased # of suicide attempts, self harm, etc.), Safe and secure campuses and facilities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors and Safe and Supportive School Staff and School Chaplain.</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Organize and plan a know your teen event at the PAC. "It Takes a Pack" event brings parents face-to-face with the challenges of being a teen today.</p> <p><b>Strategy's Expected Result/Impact:</b> Educate and share resources with parents in our community regarding the struggles and challenges that teenagers face in modern times.</p> <p><b>Staff Responsible for Monitoring:</b> High School Administrators and Mental Health Program Directors.</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</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:**





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

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

**Performance Objective 4:** Implementation of a Random Student Drug Testing Program at Wylie High School.

**High Priority**

**Evaluation Data Sources:** Partner with Permian Basin Drug and Alcohol Testing to randomly test students participating in extra-curricular activities. Results provided to school personnel responsible for the testing program.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Students in grade 9-12 who participate in extracurricular activities will be randomly selected for drug and alcohol testing.</p> <p><b>Strategy's Expected Result/Impact:</b> To allow each student in programs subject to testing to make a commitment against drug/alcohol use.</p> <p>To provide a deterrent to drug/alcohol use for students in grades 9-12.</p> <p>To provide a drug/alcohol counseling provided by Wylie School personnel.</p> <p>To provide students with a tool to deal with peer pressure.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Athletic Director</p>	Formative		Summative
	Jan	Mar	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 5:** Promote positive student interaction and improve academic engagement by implementing a new cell phone policy restricting student cell phone use during school hours.

**High Priority**





**Evaluation Data Sources:** Teacher Survey  
Student Discipline Records

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

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

**High Priority**

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Evaluate, review and revise District Parent Engagement plan at the District Advisory Committee Meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents feel welcomed and a strong partnership is created.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent.</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Performance Objective 1 Problem Statements:**

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

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

**Performance Objective 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Positive feedback through multiple means, including surveys</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Ensure that parents feel welcome to partner with the school to provide an education of excellence</p> <p><b>Strategy's Expected Result/Impact:</b> Parents feel welcomed and a strong partnership is created.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
<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 3:** Gather input from stakeholders, parents, and students, whether that be by surveys or informally by taking time to meet with parents and students.

**High Priority**

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide notices and communication to stakeholder, parents, staff and teachers. Provide input at all District Site-Base; Campus Site-Base; and Staff Meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Communication and Feedback from all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
<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:**





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

**Goal 4:** Wylie ISD 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**

**Evaluation Data Sources:** Human Resource Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Actively work to retain Wylie ISD employees by providing feedback to employees through the evaluation process so that employees find meaning and value in their work.</p> <p><b>Strategy's Expected Result/Impact:</b> Wylie ISD will retain 90% of all employees for the 2024-2025 School year.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Wylie ISD 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><b>Strategy's Expected Result/Impact:</b> We will start the school year with 100% of all campus positions filled.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Wylie ISD will provide child care services for school employee's children. The "Pup Academy" opened in 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit highly qualified staff members that are in need of child care.</p> <p><b>Staff Responsible for Monitoring:</b> Day Care Supervisor</p>	<b>Formative</b>		<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>July</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

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

# Title I

## 1.1: Comprehensive Needs Assessment

The goal for all district activities is to provide a well-rounded program of curriculum and instruction where all students are challenged and have the opportunity to meet the state's academic standards. A district-level team continuously reviews data and the district's progress toward established goals and objectives. That process constitutes a continuous Comprehensive Needs Assessment (CNA).

The CNA includes the identification of district strengths that are documented by district leaders in their area of responsibility. These strengths provide the foundation for programs, strategies, and activities to address the identified areas for growth. The result of the CNA is the development of a proposed District Improvement Plan (DIP) that includes measurable objectives, strategies, and allocation of resources.

The CNA will be presented to both our campus committees and the District Advisory Committee for input prior to presenting the District Improvement Plan (DIP) to the Board of Trustees for approval in a public hearing.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

## 2.2: Regular monitoring and revision

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

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

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

## **2.4: Opportunities for all children to meet State standards**

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

## **2.5: Increased learning time and well-rounded education**

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

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

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

## **3.1: Annually evaluate the schoolwide plan**

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

## **4.1: Develop and distribute Parent and Family Engagement Policy**

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

## **4.2: Offer flexible number of parent involvement meetings**

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

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

**WISD applies for funds and operates a Targeted Assistance program on both the West and East Elementary campuses.**

**Students are selected for participation in the program by using assessment data. The students are identified that are at risk of not meeting state performance standards in Reading and Math.**

# District Funding Summary

211 Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$293,280.00
<b>Sub-Total</b>					\$293,280.00
<b>Budgeted Fund Source Amount</b>					\$267,910.00
<b>+/- Difference</b>					-\$25,370.00
410 IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$300,000.00
<b>+/- Difference</b>					\$300,000.00
State Career and Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$100,000.00
<b>+/- Difference</b>					\$100,000.00
TRPN Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Career Craft		\$9,563.00
<b>Sub-Total</b>					\$9,563.00
<b>Budgeted Fund Source Amount</b>					\$9,563.00
<b>+/- Difference</b>					\$0.00
Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	IXL		\$6,500.00
1	1	1	Read 180/System 44		\$12,600.00

Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lexia		\$23,400.00
1	1	1	Amplify/mClass		\$28,600.00
1	1	3	Progress Learning		\$5,200.00
1	1	3	Lexia Core 5		\$23,400.00
1	1	3	Edgenuity		\$12,500.00
1	1	3	IXL		\$6,500.00
1	2	1	Edgenuity		\$12,500.00
1	2	1	IXL		\$6,500.00
1	2	1	Moby Max		\$21,250.00
1	2	3	Progress Learning		\$5,200.00
1	2	3	Edgenuity		\$12,500.00
1	2	3	IXL		\$3,250.00
1	4	3	Lexia Core 5		\$7,500.00
<b>Sub-Total</b>					\$187,400.00
<b>Budgeted Fund Source Amount</b>					\$171,000.00
<b>+/- Difference</b>					<b>-\$16,400.00</b>
199 Curriculum					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lowman Education		\$30,000.00
1	1	2		199	\$24,000.00
1	1	3	Lowman Education		\$15,000.00
1	1	4			\$21,000.00
1	2	1	Lowman		\$15,000.00
1	2	2	TEKS Resource System		\$24,000.00
1	2	3	Lowman Education		\$15,000.00
<b>Sub-Total</b>					\$144,000.00
<b>Budgeted Fund Source Amount</b>					\$100,000.00
<b>+/- Difference</b>					<b>-\$44,000.00</b>

199 Staff Development					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$2,500.00
1	2	4			\$2,500.00
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Fund Source Amount</b>					\$50,000.00
<b>+/- Difference</b>					\$45,000.00
Safety Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Campus Safety Upgrades		\$260,000.00
<b>Sub-Total</b>					\$260,000.00
<b>Budgeted Fund Source Amount</b>					\$260,000.00
<b>+/- Difference</b>					\$0.00
Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$13,392.00
<b>Sub-Total</b>					\$13,392.00
<b>Budgeted Fund Source Amount</b>					\$35,000.00
<b>+/- Difference</b>					\$21,608.00
Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$29,579.00
<b>Sub-Total</b>					\$29,579.00
<b>Budgeted Fund Source Amount</b>					\$13,932.00
<b>+/- Difference</b>					-\$15,647.00
<b>Grand Total Budgeted</b>					\$1,307,405.00
<b>Grand Total Spent</b>					\$942,214.00
<b>+/- Difference</b>					\$365,191.00