Wylie Independent School District (Abilene)

Wylie Early Childhood

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

The vision of Wylie Early Childhood is to partner with parents, families and the community to foster curious, confident, and successful young learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Staff Quality, Recruitment, and Retention

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 and retention tool for applicants in need of child care.

New employees are involved in an induction program consisting of New Teacher Orientation, Texas Teacher Evaluation and Support 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 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 year'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.

Wylie Early Childhood

Wylie Early Childhood is the only campus in the district that serves students as early as three years of age in our early childhood special education program and pre-kindergarten students, four years of age as of September 1st. In addition, the campus houses daycare for Wylie ISD staff ages 6 weeks through three years of age.

The Early Childhood campus has nine (9) certified classroom teachers and two (2) Early Childhood Special Education teachers. All teachers are highly qualified and are ESL and Special Ed. certified. Total Early Childhood staff is 55 with 13 being Pup Academy staff.

The demographic makeup of Wylie Early Childhood in the 2022-23 TAPR report included 52.6% White, 32.1% Hispanic, 5.6% African American, 4.1% Asian and 5.4% Two or More Races. 35.7% of the student body is economically disadvantaged, 13% special education and 6.9% emergent bilinguals. Emergent bilinguals has increased to approximately 9% since 2022.

District enrollment as a whole has steadily increased over the years. Our enrollment is 176 Pre-K students, 63 Pup Academy students, and 11 students who receive walk-in speech services. Mobility rate at 9.6% is lower than the state's rate at 16.8%.

A large number of students in the district come from military families having affiliation with Dyess Air Force Base.

The attendance rate for the district was 95.7%, a little above the state's rate at 95%.

Demographics Strengths

Wylie is a very popular school district that attracts many families. Wylie has a very supportive community that places a high priority on education, reflected in the reputation for excellence that Wylie ISD has built and sustained through the years. Many parents, grandparents, and family members of current students and staff also attended Wylie. Pride in Being a Wylie Bulldog remains high.

Our teachers are dedicated professionals who are committed to providing a positive school experience combining foundational knowledge and skills and time for development play to our young learners. Our early childhood teachers have an average of ten years of experience.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Wylie ISD needs to improve processes and professional development in order to address the unique needs of Emerging Bilinguals. English as a second language is a qualifying criteria for students to attend prekindergarten.   **Root Cause:** The population of Emerging Bilinguals continues to increase.

Problem Statement 2 (Prioritized): Wylie ISD continues having difficulty in getting teachers certified in ESL so that they can provide instruction to Emergent Bilinguals.   **Root Cause:** Continued enrollment increase in our school district necessitates the need for more teachers and staff. Access to certified staff speaking the different languages represented in students is low in the area.

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

Wylie Early Childhood

According to the Texas Public Prekindergarten Assessment Results for 4-Year-Olds, 2022-23, student achievement indicates vast improvement from the beginning of the year to the end of the year for all students and those in targeted sub groups.

Using the CLI-engage assessment instrument, 137 students were assessed BOY and 143 were assessed EOY. In Emergent Literacy Reading, 53.4% were proficient BOY and 87.2% proficient EOY resulting in a proficiency percentage point difference of 33.8.

In all subjects, 47.8% of the students were proficient BOY and 56.8% proficient EOY resulting in a proficiency percentage point difference of 9.

Two selected Student Sub-population Categories resulting in the largest proficiency improvement in Reading, Economical Disadvantaged and Emergent Bilinguals, are as follows: ED, 40% BOY to 89% EOY resulting in 49 proficiency percentage point difference; and EB, 50% BOY to 100% EOY resulting in 50 proficiency percentage point difference.

For Military Children, BOY proficiency was 64% and 82% EOY resulting in a 17.8 point improvement.

Teachers set academic goals for their students on T-TESS at the beginning of the year. Based on six week testing and CLI engage results, teachers conduct small group enrichment four times per week to work on Pre-K skills. Specific focus is on emergent bilinguals. Teachers create instruction and teach skills based on the Texas Pre-Kindergarten Guidelines.

Student Learning Strengths

Student Learning Strengths

Texas Pre-Kindergarten Guidelines

Vertical Alignment

Approved Curriculum-Three Cheers for Pre-K by Savvas Learning Company

A-F Accountability

Community involvement

Assessment results indicate that most prekindergarten students at Wylie Early Childhood are learning and progressing adequately and are ready to transition to kindergarten. Students are assessed each six week period using pre-kindergarten guidelines and skills. Teachers use the results to determine strengths and weakness and provide small group enrichment. CLI engage is administered three times per year for progress monitoring

Wylie Early Childhood has high parental involvement and support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Early Childhood Administration and staff continue to monitor the Emerging Bilingual subgroup as typically they do not improve in Emergent Literacy Reading from the BOY to EOY as compared to the other subgroups.   **Root Cause:** Their young age, developing early reading skills and the unique needs of EB students in prekindergarten.

Problem Statement 2: Percent proficient for all students tested with CLI engage increased only by 9 from BOY to EOY, 47.8% to 56.8%.   **Root Cause:** Their young age, developing early reading skills, access to early learning opportunities, and the unique needs of early childhood students in prekindergarten.

Problem Statement 3: Effectively implement Title 1 targeted assistance 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.

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 has a variety of assessment tools available to provide data for diagnosis including Star Reading Assessments, mCLASS (Kg-2nd), CLI engage (Pre-K) and GT screening. 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. 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 14 for curriculum consultation.

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. 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.

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 and both former military and seasoned law enforcement officers from area agencies serve as School Marshals. Wylie ISD employs a school Resource Officer who houses at Wylie High School.

The District is 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-added four new Communities in Schools employees to the District 2024-2025. They are housed at the Elementary and Intermediate School campuses.
- Mentors Care
- Chaplain

Wylie Early Childhood

The Early Childhood campus uses Savvas Three Cheers for Pre-K curriculum which aligns to the Texas Prekindergarten Guidelines. The teachers utilize enrichment groups four

times per week to reinforce skills. Students have access to iPads in their classrooms for individual and small group use. Pre-K students are assessed each six week period for report cards and three times per year to report program efficiency to the State.

Students utilize iPads and Interactive Boards in the classroom to increase student achievement and understanding of Pre-K skills.

Our campus includes students receiving walk-in speech services, Early Childhood Special Education (ECSE) and Prekindergarten.

Student programs are developed individually, with consideration of individual learning needs. Collaborative Multi-Tiered System of Support (MTSS) teams are utilized to ensure academic and social/emotional growth for all students.

Our counselor facilitates our district adopted Character Counts Program and provides classroom guidance lessons to teach the six pillars including trustworthiness, respect, responsibility, fairness, caring and citizenship. Teachers refer to the pillars when addressing positive and negative student behavior, and daily announcements include specific behavior associated with each pillar. Students are recognized publicly for positive behavior associated with the pillars by announcing their names on the speaker system and posting their pictures in the cafeteria.

Pacer's National Bullying Prevention curriculum is utilized by our counselor in the classroom to teach bullying prevention. The program is designed to teach lessons from September through April of the school year.

The principal works alongside staff on their Texas Teacher Evaluation and Support System (T-TESS) goals, providing consistent feedback from walkthroughs and observations and allowing time for teachers to observe other teachers during class time to learn from each other and improve current practices.

Teachers meet monthly to discuss upcoming activities and lesson plans as well as materials needed. Mentor teachers meet with new teachers weekly to discuss the next week's lesson plans, new information and questions/needs.

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. Wylie ISD is constantly assessing and improving security needs.

Maintaining a safe and secure learning environment has been demonstrated by:

Investment in the Marshal Program; Employ a School Resource Officer at the High school; Controlled entries established at each campus; cameras and Safety Drills.

School Processes & Programs Strengths

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

The Board of Trustees remain very involved in local and state efforts to improve education for all students and staff.

Students who are not being successful are identified early and provided targeted intervention opportunities.

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 ISD has access to internet and all campuses have interactive boards in the classrooms.

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.

Technology support is provided to ensure equipment is working properly so teachers can integrate technology into daily teaching practices.

ClassLink is used for the Apps Launchpad

Replaced all faculty and staff members desktop computers with new laptops

School Safety

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

Marshal program

Controlled entries established at each campus

Cameras

Safety drills

Implement the Staying Safe curriculum

Bus safety and Stranger Danger student training for Elementary students, Pre-K through 4th grade.

Actively enforce safety guidelines including those to help mitigate the spread of COVID 19

Wylie Early Childhood

The Early Childhood campus offers a variety of programs to meet student needs. The students requiring support receive targeted interventions through the campus MTSS program.

A speech-language pathologist is assigned to the our campus as well as special education staff for a variety of needs.

On campus, diverse learners are supported through technology integration, motor lab, sensory room . Teachers have access to the school psychologist to assist in creating student behavior strategies. Students may be referred to the ACT program which focuses on anger and social skills strategies.

Walkthroughs are frequent and intentional.

Campus staff work together to implement the Character Counts program and tie it to behavior.

School-wide systems and processes for arrival, dismissal, and cafeteria expectations are in place.

Students and staff with perfect attendance are recognized at the end of the year.

Conscious Discipline School Family Rituals in the classroom give students a sense of belonging.

Pre-K teachers meet monthly to discuss upcoming activities and lesson plans. The principal conducts pre-scheduled monthly staff meetings after school.

Teachers communicate with parents through a weekly newsletter and a daily folder. Teachers meet with parents twice per year, once in person, to review academic progress.

New staff members are assigned a mentor/support teacher to work alongside.

Staff members volunteer to serve on the Campus Advisory committee, Campus Social committee and the District Advisory committee.

Campuses complete the following safety drills: Evacuation for fire and bomb, Secure lockout, Lockdown, Shelter in place for weather and for hazmat, and Hold.

Safety Measures implemented in the 2022 school year include:

- Safe and Supportive School Teams meet once per month to address students in need.
- Crisis Go App is used as an alert system for disaster response.
- Card Readers are being installed on all interior and exterior doors.
- Fences were installed at campuses for increased safety.
- Weekly door sweep audits will be administered.
- Single access points are established for all visitors.
- Campus safety training for all substitutes.
- Additional cameras and perimeter lights installed.
- Students participate in bus training and stranger danger each school year in September

New Safety Measures implemented for 2023-2024 school year include:

Pacer's Bullying Prevention Curriculum taught by the counselors

Staying Safe curriculum-six lessons that are age appropriate and shows students how to problem solve through hazardous situations inside and outside of school. Lessons and slide decks are designed for two elementary age groups of Pre-K-2nd and 3rd-5th.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: RTI procedures in Pre-K are different than in other grades.   **Root Cause:** Factors include language barriers, lack of educational experiences, lack of fine motor skills development, developmental delays, and difficulties in articulation and/or receptive/expressive language.

Problem Statement 2 (Prioritized): Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact of the pandemic 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 3 (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 4 (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

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 recommendations 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 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 Wylie ISD involves stakeholders is through representation on the District Advisory and Campus Advisory Committees. Stakeholders are involved in yearly calendar and dress code decisions.

Entering the 2024-2025 school year, 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

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 import 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.

Wylie Early Childhood

The Early Childhood campus encourages parent and family volunteers. Our campus culture and climate is very positive and welcoming.

The Family Engagement plan highlights many activities in place that promote safety, staff and student wellness, parent involvement, and academic achievement. Our campus maintains ongoing relationships with our community.

Parent and community involvement is a vital factor to the success of Wylie ISD. There are numerous opportunities to become active participants through PTO, Parent Information Nights, Field trips, Career Day, Wylie Bulldog Education Foundation, Open House, Watch D.O.G.S., Veterans' Day Program and Family Nights.

Our campus focuses on the learning and development of strong character traits and decision-making skills. Along with a plan for Positive Behavior Supports, the Character Counts curriculum and Pacer's Bullying Prevention curriculum teach students that the choices they make, good or bad, comes with a positive or negative consequence.

Perceptions Strengths

Wylie Early Childhood has strong buy-in from all staff, campus wide. We celebrate staff and student achievements including Character Counts recognition on the building speaker system and in the cafeteria, and staff recognition in Meeting Agendas and in staff meetings.

The Wylie PTO is a highly active group with monthly staff treats at each campus, organization of campus room parents and campus/district activities and volunteers.

Parent/teacher communication is daily through student folders and weekly through class newsletters as well as through email, Blackboard, The Wylie Growl, and the Wylie Bulldogs app.

Some of our programs highlighted in the Family Engagement Plan document attached include:

PTO fundraising and support

Character Counts program and Pacer's Bullying Prevention Curriculum

Safe Schools 6-lesson student program for problem solving hazardous situations in and outside school

Morning meetings in each classroom

High community involvement

Parent Information meeting and Open House mid-year

Frequent parent communication

Celebrations such as color and letter dress up days, football spirit days, Patriot Day, Red Ribbon Week, Thanksgiving Feast, Read Across America, Fire Prevention, Veterans Day, 100th day of school, literacy through Book Character Dress Up day, and many more.

PAL Program

Watch D.O.G.S.-Dads of Great Students

PTO Fall Festival

Backpacks for Kids through West Central Texas Food Bank

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication to parents in their home language. **Root Cause:** Lack of communication with parent regarding the individual real need for documents written in the home language.

Problem Statement 2 (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 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: Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact of the pandemic must be continuously monitored and adjusted.

Root Cause 1: School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Wylie ISD needs to improve processes and professional development in order to address the unique needs of Emerging Bilinguals. English as a second language is a qualifying criteria for students to attend prekindergarten.

Root Cause 2: The population of Emerging Bilinguals continues to increase.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Wylie ISD continues to recruit highly qualified teachers and staff members to meet the continued student enrollment growth.

Root Cause 3: Continued enrollment increase in our school district necessitates the need for more teachers and staff.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 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 4: Students are struggling with Mental Health issues. Mental health disorders can affect a student's classroom learning and social interactions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Wylie ISD recognizes the need for upgrades in technology.

Root Cause 5: Wylie ISD has not invested in infrastructure and classroom technology in past years.

Problem Statement 5 Areas: School Processes & Programs

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

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

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Wylie ISD continues having difficulty in getting teachers certified in ESL so that they can provide instruction to Emergent Bilinguals.

Root Cause 7: Continued enrollment increase in our school district necessitates the need for more teachers and staff. Access to certified staff speaking the different languages represented in students is low in the area.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Early Childhood Administration and staff continue to monitor the Emerging Bilingual subgroup as typically they do not improve in Emergent Literacy Reading from the BOY to EOY as compared to the other subgroups.

Root Cause 8: Their young age, developing early reading skills and the unique needs of EB students in prekindergarten.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 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 9: Wylie ISD is experiencing a period of growth in student enrollment.

Problem Statement 9 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
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

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
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: October 14, 2024

Goal 1: 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: The District's Family Engagement Plan includes activities and programs for achieving and maintaining high levels of family involvement and positive family attitudes toward education.

High Priority

HB3 Goal

Evaluation Data Sources: The Family Engagement Plan includes six components: family-to family support; establishing a network of community resources; increasing family participation in decision-making; equipping families with tools to enhance and extend learning; develop staff skills in evidence-based practices that support families; and evaluating family engagement efforts.

Strategy 1 Details			Reviews		
Strategy 1: The Family Engagement Plan includes activities in each of the six components. See attachment~			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased family awareness and participation in their child's education resulting in a higher academic performance. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Build a foundation of reading and math			**Jan**	**Mar**	**July**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 1: 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: 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		
Strategy 1: Review the Early Childhood campus Family Engagement Plan at the Campus Advisory Committee Meeting.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Parents feel welcomed and a strong partnership is created.	**Jan**	**Mar**	**July**
Staff Responsible for Monitoring: Administrator **Problem Statements:** Perceptions 2			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: 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.

Goal 1: 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: 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		

Strategy 1: Encourage parents to be involved in the many opportunities available to them through volunteer programs at school or through one of the booster organizations.
    Strategy's Expected Result/Impact: Positive feedback through multiple means, including surveys
    Staff Responsible for Monitoring: Administrators
			Formative		**Summative**

			Jan	**Mar**	**July**
Strategy 2 Details			**Reviews**		

Strategy 2: Ensure that parents feel welcome to partner with the school to provide an education of excellence
    Strategy's Expected Result/Impact: Parents feel welcomed and a strong partnership is created.
    Staff Responsible for Monitoring: Administrators
			Formative		**Summative**

			Jan	**Mar**	**July**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 1: 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 4: 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		
Strategy 1: Provide notices and communication to stakeholder, parents, staff and teachers. Provide input at all District Site-Base; Campus Site-Base; and Staff Meetings			**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved Communication and Feedback from all stakeholders **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Perceptions 2			**Jan**	**Mar**	**July**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: 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.

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

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		
Strategy 1: 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.	**Formative**		**Summative**
	Jan	**Mar**	**July**
Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies. **Staff Responsible for Monitoring:** Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. **Problem Statements:** School Processes & Programs 2			

Strategy 2 Details	Reviews		
Strategy 2: 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.	**Formative**		**Summative**
	Jan	**Mar**	**July**
Strategy's Expected Result/Impact: Lower number of student discipline referrals. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 3			

Strategy 3 Details		Reviews		
Strategy 3: 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.		**Formative**		**Summative**
		Jan	**Mar**	**July**
Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies. **Staff Responsible for Monitoring:** Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. **Problem Statements:** School Processes & Programs 2				

Strategy 4 Details		Reviews		
Strategy 4: 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.		**Formative**		**Summative**
		Jan	**Mar**	**July**
Strategy's Expected Result/Impact: Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity. **Staff Responsible for Monitoring:** Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. **Problem Statements:** School Processes & Programs 2				

Strategy 5 Details		Reviews		
Strategy 5: Review, monitor, and revise the Standard Response Protocol, Emergency Operations Plan, and Active Threat Procedures.		**Formative**		**Summative**
		Jan	**Mar**	**July**
Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies. **Staff Responsible for Monitoring:** Assistant Superintendent, School Marshals, Administrators, Student Resource Officer. **Problem Statements:** School Processes & Programs 2				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact of the pandemic must be continuously monitored and adjusted.   **Root Cause**: School shootings, terroristic threats and the pandemic have significantly disrupted all school process, procedures and programs.

School Processes & Programs
Problem Statement 3: 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.

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: 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.	**Formative**		**Summative**
	Jan	**Mar**	**July**
Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities. **Staff Responsible for Monitoring:** Safe and Supportive School Staff **Problem Statements:** School Processes & Programs 2			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact of the pandemic 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 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

Evaluation Data Sources: None

Strategy 1 Details	Reviews		
Strategy 1: Provide training to promote conflict resolution, healthy relationships, dating violence prevention (Parent Consent Required),character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services.	**Formative**		**Summative**
	Jan	**Mar**	**July**

Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior
    Staff Responsible for Monitoring: Administrators and Counselors
 	
    Problem Statements: School Processes & Programs 2, 3			

Strategy 2 Details	Reviews		
Strategy 2: Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, and administrators).	**Formative**		**Summative**
	Jan	**Mar**	**July**

Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), Safe and secure campuses and facilities.
    Staff Responsible for Monitoring: Administrators, Counselors, Program Directors, Safe and Supportive School Program Team and School Chaplain.
 	
    Problem Statements: School Processes & Programs 3			

Strategy 3 Details	Reviews		
Strategy 3: Implement the School Safety Response Curriculum " Staying Safe " for students in Wylie ISD	**Formative**		**Summative**
	Jan	**Mar**	**July**

Strategy's Expected Result/Impact: Teaches students and staff how to respond during an active event.
    Staff Responsible for Monitoring: Campus Administrators   Assistant Supt. of Operations Curriculum Team, Teachers
 	
    Problem Statements: School Processes & Programs 2			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact of the pandemic 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 3: 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.

Goal 3: Wylie ISD will maintain rigorous academic achievement standards to prepare 21st-century learners for graduation and post-secondary success.

Performance Objective 1: 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		
Strategy 1: 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.			**Formative**		**Summative**
			Jan	**Mar**	**July**
Strategy's Expected Result/Impact: This will allow for additional support to help ensure student success. **Staff Responsible for Monitoring:** Campus Principal, Counselor, Assist. Supt. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1					
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Wylie ISD needs to improve processes and professional development in order to address the unique needs of Emerging Bilinguals. English as a second language is a qualifying criteria for students to attend prekindergarten. **Root Cause**: The population of Emerging Bilinguals continues to increase.

Goal 3: Wylie ISD will maintain rigorous academic achievement standards to prepare 21st-century learners for graduation and post-secondary success.

Performance Objective 2: Wylie Early Childhood will aim for high quality in our early childhood program. Teachers will use a state approved curriculum that addresses all ten developmental domains in the 2022 Texas Prekindergarten Guidelines.

High Priority

HB3 Goal

Evaluation Data Sources: Teachers will use ESGI to assess skills taught during each of the six week periods for report cards. Student progress monitoring will be conducted three times per year using the CLI engage instrument. Results will be reported to the Early Childhood Data System (ECDS).

Strategy 1 Details	Reviews		
Strategy 1: Teachers will use the results from the six week's testing and conduct small group enrichment for all students.	**Formative**		**Summative**
Strategy's Expected Result/Impact: This will provide additional help to students who are struggling.	**Jan**	**Mar**	**July**
Staff Responsible for Monitoring: Teachers, aides and special education staff. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Early Childhood Administration and staff continue to monitor the Emerging Bilingual subgroup as typically they do not improve in Emergent Literacy Reading from the BOY to EOY as compared to the other subgroups.   **Root Cause**: Their young age, developing early reading skills and the unique needs of EB students in prekindergarten.

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		

Strategy 1: 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.
    Strategy's Expected Result/Impact: Wylie ISD will retain 90% of all employees for the 2024-2025 School year.
    Staff Responsible for Monitoring: Human Resources and Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
	Formative		**Summative**

	Jan	**Mar**	**July**

Strategy 2 Details	Reviews		

Strategy 2: 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.
    Strategy's Expected Result/Impact: We will start the school year with 100% of all campus positions filled.
    Staff Responsible for Monitoring: Human Resources and Administrators
 	
    Problem Statements: Demographics 3
	Formative		**Summative**

	Jan	**Mar**	**July**

Strategy 3 Details	Reviews		

Strategy 3: Wylie ISD will provide child care services for school employee's children. The "Pup Academy" opened in 2023.
    Strategy's Expected Result/Impact: Recruit highly qualified staff members that are in need of child care.
    Staff Responsible for Monitoring: Human Resources and Pup Academy Director
 	
    Problem Statements: Demographics 3
	Formative		**Summative**

	Jan	**Mar**	**July**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 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.

Campus Advisory Team

Committee Role	Name	Position
Parent	Joanne Lewis	Pre-K Parent
Business Representative	Kalyn Schmitz	Pre-K Parent
Parent	Anamaris Smith	Pre-K Parent
District-level Professional	Carey Haynes	School Operations
District-level Professional	Dona Neves	Counselor
Community Representative	Carolyn Johnston	Substitute Teacher
Paraprofessional	Michael Walston	SE Paraprofessional
Classroom Teacher	Jennifer Parsons	Prekindergarten Teacher
SE Teacher	Kristina Hadaway	ECSE/Pk SE Teacher
Administrator	Lisa Salmon	Principal