Wylie Independent School District (Abilene)

Wylie High School

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wylie High School is a 9th - 12th grade campus located in Abilene, Texas in Taylor County.

The campus 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 66 students at 4.4%. Our total enrollment is 1,553 students.

The student population is ethnically represented as follows:

24.28% Hispanic students, 67.97% White students, 5.02% African American students, 2.45% Asian, 0.28% Native American students, 0.19% Pacific Isle and Two or more 5.09%.

The campus has 24.02% Economically Disadvantaged, 1.48%, Emerging Bilinguals, and 29.94 % At-Risk.

Wylie High School maintains 100% Highly Qualified staff in the four core subjects at all times. Wylie High School currently has 171 staff members with 104 being classroom teachers. At the end of 2023-2024 school year, WHS had 4 teachers/administrators retire, 13 resign from Wylie ISD, and 2 move to another campus within Wylie ISD. Thirteen teachers were hired for the 2024-2025 school year.

Wylie High School 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 environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees.

Demographics Strengths

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

Our teachers are dedicated professionals whose commitment to excellence is recognized consistently at the regional and state levels. Wylie ISD provides ongoing opportunities to attend professional development in the district, Regional Service Center and to attend statewide conferences and workshops. Wylie is forward thinking and looking to transform education for the 21st Century Learner.

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 . **Root Cause:** The population of Emerging Bilinguals continues to grow.

Problem Statement 2: 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

2024 Student Achievement Summary

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
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%
Algebra I	93%	82%	79%	69%	45%	45%	45%	24%	25%	69%	50%	50%
Biology	98%	93%	91%	76%	61%	57%	32%	17%	19%	69%	57%	56%
US History	100%	97%	95%	86%	76%	69%	55%	41%	37%	80%	71%	67%
OVERALL AVERAGE										69%	57%	53%

Wylie High School students perform above the state and regional averages in all content areas. Most student groups are consistently identified as "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 of student performance. Wylie ISD recognizes that there is a need for improvement at "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.

Student Learning Strengths

Student Achievement Strengths

- A-F Accountability
- Using TEKS Resource System as our curriculum to improve instruction
  - Common Assessments
  - Vertical Alignment
  - Common Terminology

- Year at a Glance (Scope & Sequence)
 - Instructional Focus Document
- Multiple student award and honors
- Community involvement
- Student Leadership
- Above the state average
  - STAAR Assessments
  - Graduation Rate
  - Dual Credit Participation
  - AP Scores
  - SAT Scores
  - ACT Scores

Wylie High School identifies the importance of a well-rounded education. Our students show great success in the following programs:

UIL Academics	FFA/Ag	Art	Athletics	One Act Play
Choir	Debate	Band	Robotics	CTSO Competition Teams
Belles	Texas Citizen Bee	Health Science	FSC	Business/Marketing
Bass Fishing	Gymnastics	Unified Athletics	A/V Production	Destination Imagination
PALS	NHS	Student Council	Yearbook	Newspaper

Wylie High School has a robust Career and Technical Education program (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, and Natural Resources, Arts, Audio/Visual, and Communications, Business, Marketing, and Finance, Construction, Hospitality and Tourism, Education and Training, STEM, Health Science, and Human Services. Many programs of study offer internships and other work-based learning opportunities. WHS CTE teachers develop relationships with industry partners to develop experiences for their students individual needs. WISD 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 courses. CTE continues to connect with the 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.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: 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 3: Algebra I scores improve to the Meets Grade Level mark. **Root Cause:** Lack of emphasis on the importance of raising student scores from Approaches Grade Level (passing) to Meets Grade Level.

Problem Statement 4: English I and II scores improve to the Meets Grade Level mark. **Root Cause:** Lack of emphasis on the importance of raising student scores from

Approaches Grade Level (passing) to Meets Grade Level.

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 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. 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.

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. Wylie ISD received the state's highest financial integrity rating.

The district serves students from the Pre-school Program for Children with Disabilities (PPCD) through 12th grade. 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.

Staff Quality, Recruitment, and Retention

Wylie I.S.D. maintains a 100% Highly Qualified staff at all times. Wylie High School currently has 171 staff members with 104 being classroom teachers. At the end of 2023-2024 school year, WHS had 4 teachers/administrators retire, 13 resign from Wylie ISD, and 2 move to another campus

within Wylie ISD. Thirteen teachers were hired for the 2024-2025 school year.

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 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, WHS staff members are nominated and selected by their peers to receive the "Teacher of the Year" award. WHS students nominate and select a "Teacher of the Six Weeks" each six weeks.

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. Wylie High School currently has 64 Chromebook carts with 1,805 Chromebooks and 6 computer labs.

Needs

- Continue to evaluate our intervention systems
- Continue to train in differentiation in order to strengthen staff in instruction
- Provide feedback to teachers with frequent walk-through observations
- Serve GT students with STEM based courses

Safety and Security

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 employs both former military and seasoned law enforcement and officers from area agencies to serve as School Marshals. We also employee a School Resource Officer at the High School .The district is also continuously assessing security needs and implementing additional safety measures. While the district's emergency management and preparedness

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.

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
- Safe and Supportive Schools teams are established and 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 exterior doors of the West side campuses.
- Fences were installed at campuses for safety measures.
- Weekly door sweep audits will be administered for safety measures.

- Single access points are established for all visitors for safety measures.
- New Performance Objective Protect (Distress System) was installed for safety measures.
- Implemented Campus Safety Training for substitute teachers.
- Additional Security Personnel added.

Campuses completed the following drills in 2023-2024 and will complete the same drills in the 2024-2025 school year:

1. Evacuation Drill - Fire
2. Lock down
3. Severe Weather
4. Shelter in Place
5. Evacuation Drill - Non-Fire
6. Secure Lock Out Drill
7. Hold

School Processes & 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. Wylie ISD receives a Superior Rating in the School Financial Integrity Rating System of Texas (FIRST) annually. Wylie ISD has been able to accomplish this while simultaneously lowering the taxation rate for our community.

Teachers work collaboratively to develop and implement instructional objectives. Students who are unsuccessful are identified early and provided targeted intervention opportunities. The district uses DMAC (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 summer school, during tutorials, and intervention periods to provide support for struggling students.

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. WHS currently offers 71 CTE courses. Numerous CTE courses have been added over the last few years. This school year (2023-2024) new CTE course offerings are as follows:

- Practicum in Construction Technology
- Fundamental of Real Estate
- Principles of Community Service
- Landscape Design and Management
- Turf Grass Management

School Organization

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

Staff Recruitment and Retention

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.

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.
- One area of technology focus has been in the special education environments to provide students access to the full range of curriculum
- Wylie High School currently has 64 carts with a total of 1,805 Chromebooks

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2: WHS 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:** There has been an increase in mental health concerns for teenage students. Mental health disorders can affect a student's classroom learning and social interactions.

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. The 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.   A long-range planning committee was created during the 2022-23 school year to make recommendation's regarding future facilities. Wylie ISD successfully passed a 240 million dollar bond in November 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 also purchased 7 route buses and 5 activity buses with bond money in 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 2024-2025 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

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. Parents of Wylie High School are very involved in various booster clubs and other parent organizations. The district website is maintained to provide current information on events and announcements important to parents and community members. The use of Final Site 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 Summary

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

 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

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.

School Culture & Climate

- Wylie I.S.D. staff members develop ownership and commitment to the students and campus goals.
- Programs that promote these goals
- 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

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 employees a full-time Director of Communications to ensure there is a high level of communication with community, parents, and families. Wylie High School utilizes Final Site to communicate with parents and students. The "Wylie Weekly" is sent weekly to keep the WHS community aware of news around campus. WHS parents and students have access to the school announcements at anytime via the WHS website.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Wylie High School must continue to emphasize parental involvement and solicit input and feedback through committees and surveys. **Root Cause:** There has been significant growth with new families in our community as well as an emphasis placed on transparency and family involvement.

Priority Problem Statements

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

Root Cause 1: The population of Emerging Bilinguals continues to grow.

Problem Statement 1 Areas: Demographics

Problem Statement 2: New STAAR item types and evidence based writing on all tests requires professional development for staff, and training for students Root

Root Cause 2: STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing

Problem Statement 2 Areas: Student Learning

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- 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 benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Parent/Community Data

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

Support Systems and Other Data

- 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 ELA on the STAAR assessments will increase by 1% in both English I and English II .

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details		Reviews		
Strategy 1: Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content		**Formative**		**Summative**
		Jan	**Mar**	**July**
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				
0% No Progress	100% Accomplished	Continue/Modify		Discontinue

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		
Strategy 1: Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas.	**Formative**		**Summative**
	Jan	Mar	July
Strategy's Expected Result/Impact: Students' Math scores will show growth from the previous school year. **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements.	**Formative**		**Summative**
	Jan	Mar	July
Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types. **Staff Responsible for Monitoring:** Teachers, Principals, Curriculum Team **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
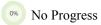
Goal 1: Wylie ISD will maintain rigorous academic achievement standards to prepare 21st-century learners for graduation and post-secondary success.

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		
Strategy 1: Any student who does not meet CCMR by Fall of their senior year, will take the TSIA2 test.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will be provided an additional opportunity to gain their CCMR point and show readiness.	**Jan**	**Mar**	**July**
Staff Responsible for Monitoring: Principal, CTE Coordinator, Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Implement industry based certification exams in Level 3 and/or Level 4 CTE courses.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will gain industry credentials as well as display CCM readiness.	**Jan**	**Mar**	**July**
Staff Responsible for Monitoring: CTE Coordinator, Teachers, Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Reviews		
Strategy 3: 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.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will have a clear understanding of their CCMR goal and will have a plan to work toward that goal with the end in mind for post-secondary awareness and success.	**Jan**	**Mar**	**July**
Staff Responsible for Monitoring: Principal, CTE Coordinator, Counselors			

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

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

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

High Priority

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

Strategy 1 Details	Reviews		
Strategy 1: 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.			

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

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**
Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities.		**Jan**	**Mar**	**July**

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

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

Performance Objective 3: Promote and maintain a healthy environment that fosters physical, mental and social and emotional wellness at school and district events for all students, staff and the community on a daily basis.

    High Priority

Strategy 1 Details		Reviews		
Strategy 1: Provide services to address homelessness, pregnancy related services, dropout recovery, and students in alternative discipline setting		**Formative**		**Summative**
		Jan	**Mar**	**July**
Strategy 2 Details		**Reviews**		
Strategy 2: Provide training to promote conflict resolution, healthy relationships, dating violence prevention (Parent Consent Required),character development programs, school-wide awareness/prevention activities and crisis prevention responsive services.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior **Staff Responsible for Monitoring:** Administrators and Counselors		**Jan**	**Mar**	**July**
Strategy 3 Details		**Reviews**		
Strategy 3: Increased campus focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, and administrators).		**Formative**		**Summative**
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		**Jan**	**Mar**	**July**

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

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

Performance Objective 4: 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

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 Campus Advisory and campus committees.

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: Evaluate, review and revise campus parent 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: Principal				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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		

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

Performance Objective 3: Gather input from stakeholders, parents, and students, whether that be by surveys or informally by taking time to meet with parents and students.

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

Strategy 1 Details	Reviews		
Strategy 1: Provide notices and communication to stakeholder, parents, staff and teachers. Provide input at all campus advisory meetings and and staff meetings.	**Formative**		**Summative**
	Jan	**Mar**	**July**

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

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 4: Host event, "It Takes a Pack", to partner with parents in gaining tools to help teenagers with common obstacle they face.

High Priority

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.