

**Wylie Independent School District (Abilene)**  
**Wylie West Elementary**  
**2024-2025 Campus Improvement Plan**

# Mission Statement

## Our Mission

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

# Core Beliefs

## Our Beliefs

- That all students can learn with teaching and learning experiences that are meaningful and appropriate;
- That parents, community, teachers, staff, administrators, and Board of Trustees should be partners in the educational process;
- That clearly defined teaching and learning expectations should be communicated to the community, students, and parents;
- That a well-developed and progressive curriculum is the basis for instructional focus;
- That a dedicated, creative, and competent faculty, staff, and administration should share the responsibility of teaching the necessary skills to all students for real-world and lifelong learning;
- That a safe and orderly environment leads to a positive and effective school climate.

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# Comprehensive Needs Assessment

Revised/Approved: September 26, 2024

## Demographics

### Demographics Summary

Wylie West Elementary is a school proud of its achievement, growth, traditions and history. West Elementary is known for its rapid growth and success among students each year. The campus has many military families because of Dyess Air Force Base, which builds a strong community connection. Our mission is to provide all students with the life tools and knowledge needed to be highly successful in society and to grow kind, respectful students. Our Kindergarten through second grade campus is built with a cohesive planning committee that helps to develop highly effective teaching and learning opportunities for all students, while providing emotional and social support for students. The Site Based Decision Making Committee includes the principal, assistant principal, campus teachers, parent representatives, district representatives, community and business representatives. The committee meets during the school year to review campus data and success. The stakeholders are included in the planning process as contributing partners by providing input on ways to take the school to the next level. Wylie West Elementary offers gifted and talented classes, enhanced support for at-risk students, daily music and PE classes, monthly art classes, UIL competitions, weekly technology opportunities, Character Counts Character Education Curriculum, Backpacks for Kids, and high levels of parent and community relationships. The special programs align with the philosophy and beliefs of our teachers and administrators to create a successful, safe and orderly environment for all students.

Wylie West Elementary has a diverse population of students. Our campus has 0.2% of students who experience homelessness, 13.8% of students served in special education, 2.1% Emerging Bilingual, 27% at risk, 5.2% gifted and talented, and 23.9% of students receiving Title 1 services. Wylie West Elementary is made up of a variety of races and genders. Our current population is 21.5% Hispanic, 62.62% White, 4.91 % African American, 3.27% Asian, 0% Native American, .23% Pacific Islander, and 7.48% of two or more races. This differs from the past in increasing amounts of all races on our campus. The campus is broken down into 51.9% female and 48.1% male. Our campus also has 20.9% students who are Military Connected. The Kindergarten through second grade campus has low trends of discipline referrals, suspensions, and expulsions due to the age of the students and routines set up by teachers. Teachers at Wylie West Elementary are valued and respected. Teachers enjoy the family atmosphere and positivity of the campus. The retention rate of all groups of employees on our campus is 84.3%. Wylie West Elementary has a mobility rate of 13.7% due to the Air Force Base and other large corporations in Abilene. Families often receive orders to move during the school year, or parents are deployed. Our campus provides a counselor for military connected students to make the transition easier for the young students.

The average class size of our campus is 21 students to one teacher. The student to support staff ratio is about 30 students to one support staff. The attendance rate for West Elementary is 96.5% which is down 3% from the previous school year. The trends did show an increase in absences due to student illnesses and unforeseen events within families. We call parents each day that students are absent and determine the reason for the absence. This allows us to make contact with the parents and document the reasons.

The variety of staff and their skills on our campus align to the student needs and demographics that allow for high student achievement. Teacher certifications, training, years of experience, and the race of our staff help students to connect with teachers and staff to build strong relationships in the classroom and at home. The skills of our campus staff are one of the main reasons for our highly successful students.

The community of Abilene is built around three colleges, two school districts, and one large air force base. The diversity of our community allows for many professions and education levels among our parents. Wylie West Elementary has a strong relationship with the local colleges in Abilene. The colleges provide many of our student teachers, as well as observers and classroom volunteers. The community relationship allows stakeholders to take part in campus programs and decisions. We also have very strong ties to Dyess Air Force base which creates opportunities for students to learn about the military, while providing support to the families.

### **Demographics Strengths**

- Changing of demographics in Wylie ISD
- Enrollment Growth
- Close connections with Dyess Air Force Base and the 3 local colleges
- High teacher retention rate (84%)
- Highly qualified and experienced teachers

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

**Problem Statement 1:** Student behavior is becoming a large issue and students are needing additional behavior interventions. **Root Cause:** Lack of discipline at home and students being home during COVID.

**Problem Statement 2:** Emerging Bilingual students have minimal high quality intervention programs for non-English speaking students in ESL classrooms. **Root Cause:** A large increase in enrollment of Emerging Bilingual students in the district.

# Student Learning

## Student Learning Summary

mClass reading inventory three times per year to track reading growth. Kindergarten students are assessed each six weeks using ESGI testing for monitoring student achievement. Students in grades k-2 perform well compared to other similar school systems. Students in 1st and 2nd take a district level math assessment to track growth and measure progress.

With our rigorous and spiraling curriculum, students are able to show high levels of achievement.

To reach struggling students on our campus, teachers use the MTSS system as well as small group instruction and progress monitoring. We use digital programs such as LexiaCore 5, IReady, Amplify Reading, Saxon, Accelerated Reading, MobyMax, and Type2Learn to support all students, especially those in special education and 504 students.

The Texas Education Agency (TEA) uses Wylie Intermediate School to develop our Accountability Ranking which was a “B” for the 2022 school year. Scores have not been release for the 2023 school year.

## Student Learning Strengths

Students show high levels of achievement in reading each year, preparing them for the next grade level due to high quality instruction and teaching strategies.

Students in the MTSS program are highly successful and able to be dismissed when they bridge the learning gaps through interventions and small group instruction.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students in K-2 do not have a math assessment, intervention or digital progress monitoring program. **Root Cause:** We have had a large increase of students showing learning gaps in math, resulting in a consistent math assessment and intervention in grades K-2.

**Problem Statement 2:** Emerging Bilingual students have minimal high quality intervention programs for non-English speaking students in ESL classrooms. **Root Cause:** A large increase in enrollment of Emerging Bilingual students in the district.

**Problem Statement 3:** Student behavior is becoming a large issue and students are needing additional behavior interventions. **Root Cause:** Lack of discipline at home and students being home during COVID.

**Problem Statement 4 (Prioritized):** Students showing weakness in phonemic awareness and early reading skills on BOY mClass assessment in Kindergarten and 1st grade. **Root Cause:** Students not practicing early reading skills before school years.

**Problem Statement 5 (Prioritized):** Wylie West 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 affecting their classroom learning and social interactions.

# School Processes & Programs

## School Processes & Programs Summary

As a process of recruiting Wylie West Elementary uses our TEA “A” rating as a recruiting strategy. We also post job ads with our 3 local colleges and use education-specific job boards, reach out to recent graduates and student teachers, ask for referrals from current or former teachers, and attend teacher job fairs. As a part of the hiring high quality educators process, Candidates are interviewed by an administrator or by the interviewing committee, which includes administrators from the different campuses. As part of the process, candidates are asked questions which help to determine if they meet the standards of being “high quality” during the interview. Additionally, background checks, educational certifications and previous job performance is part of the process to ensure we hire “high quality” teachers.

At Wylie West Elementary, we are proud to offer a variety of opportunities to support our students and staff. Matching educators’ strengths is part of the process used to meet student needs. Also, knowing about our educators and students’ strengths and weaknesses helps to assign teachers and students to the most appropriate subject and classroom. To support struggling and new teachers, we use additional professional development opportunities, classroom observations, coaching, and mentoring. Professional development for all teachers may include college-level coursework, seminars, conferences, online classes or PD offered at the Region 14 Service Center.

The campus wide MTSS system is used to analyze student data and create an intervention plan for struggling students. This allows for intense intervention for students in need, as well as creating an opportunity for all students to be successful.

Wylie West Elementary uses the T-TESS evaluation system to help teachers grow in their classrooms and teaching practices. Teachers set personal goals and work to achieve the goals by May. Teacher evaluation results do correlate to student data. The evaluation and student data provides a way for teachers to be held accountable for their teaching. The teacher evaluation and student data help identify areas in which teachers need to improve and can help guide professional development opportunities.

Assessment plays a major role in our decision making process for instruction. K-2nd students take the mClass assessment three times a year, a math assessment three times a year, and additional assessments throughout the year. We assess EB students using TELPAS each year. Students, especially those at risk, are given opportunities to meet academic standards with a variety of programs. At risk students may qualify for the Title 1 program which is focused on closing any educational gaps. Enrichment is offered Monday through Friday in every class especially for any struggling students. We use the TEKS Resource System to provide a well-rounded program of curriculum and instruction. GT classes are offered to those that qualify to help accelerate their learning. However, all classes use strategies to enrich and expand the curriculum.

The use of technology is evident on our campus. Kindergarten and 1st grade students go to the computer lab once a week, where they use programs like Xtra math and Amplify Reading. Students also use typing software to work on typing skills. This year, the students are focused on using MobyMax to support math and literacy. 2nd grade students rotate Chromebook carts throughout the classrooms each day to prepare for 21st century technology.

Our campus excels our plan for safety. Our plan for school safety is to follow all of the recommended and required guidelines set by the legislature and TEA. Safety issues

are promptly brought to the attention and addressed by our School Operations Officer. All employees are expected and trained to follow all Standard Response Protocols (SRP). These 5 conditions are SRP: secure, lockdown, shelter, evacuation and bad weather. Also, all safety changes and concerns are communicated to staff and faculty immediately as they arise.

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 the district. Licensed School Psychologist, Communities in Schools which have been added to the intermediate and elementary campuses, school counselors, and the district Chaplin.

### **School Processes & Programs Strengths**

-The MTSS plans create opportunities for all students to be successful while implementing interventions and monitoring progress.

-Teachers utilize TEKS Resource system to create a scope and sequence for their grade level. This allows teachers the flexibility to enhance and incorporate other instructional practices to reach the needs of each student. We added an additional part-time Curriculum coach for the 2024-2025 school year.

-Technology Summary: We have 1 to 1 devices for 2nd grade and we are working to become 1 to 1 for Kinder and 1st grade with Ipads.

-Teachers collaborate monthly at grade level meetings to discuss student data and classroom instructional practices. Grade level representatives vertically align their instruction based on the previous and future grade level.

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

**Problem Statement 1:** There is a lack of technology for 1:1 devices for students to prepare for the online STAAR test in 3rd grade. Grade levels must share Chromebook carts.

**Root Cause:** The amount of technology funding and internet capacity cannot keep up with the rapid enrollment of students.

**Problem Statement 2:** The MTSS process does not allow for easy access to progress monitoring assessments online. **Root Cause:** The lack of technology programs with progress monitoring capabilities.

**Problem Statement 3 (Prioritized):** Students in K-2 do not have a math assessment, intervention or digital progress monitoring program. **Root Cause:** We have had a large increase of students showing learning gaps in math, resulting in a consistent math assessment and intervention in grades K-2.

**Problem Statement 4:** Emerging Bilingual students have minimal high quality intervention programs for non-English speaking students in ESL classrooms. **Root Cause:** A large increase in enrollment of Emerging Bilingual students in the district.

**Problem Statement 5 (Prioritized):** Wylie West 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 affecting their classroom learning and social interactions.

**Problem Statement 6 (Prioritized):** Parent involvement by some demographics is prevalent, but some demographics do not attend as many school events. **Root Cause:** Parents feeling unwelcome due to their childhood school experiences, or feeling intimidated by school.

**Problem Statement 7 (Prioritized):** Minimal participation from Emerging Bilingual families in school events and activities. **Root Cause:** A language barrier and lack of communication between the school and families, in addition to parents needing to work to support their families.

# Perceptions

## Perceptions Summary

### Staff & Students

Students and staff at Wylie West Elementary describe the school and learning environment in a similar way. Students say the school is fun, safe, and an inviting place where people care about their well-being. Staff describe the school as fun, family oriented, highly successful, and a great place to work. Students feel safe due to our many policies and procedures that are in place. Students have a sense of belonging because of the classroom environments created by teachers and campus initiatives, like Character Counts, that allow them to be recognized as often as possible. Teachers on campus feel very safe and help to create an environment that is safe for our students. In a recent campus survey, 98% of staff on the campus felt safe at work. Teachers have a sense of belonging because of the teaching teams and relationships built by employees at Wylie West Elementary. Teachers feel supported at the campus level in student discipline and do a wonderful job of creating positive classroom environments that reduce negative student behavior. While teachers create behavior systems, they feel that the administration will always step in to help, if needed. Students want to attend school daily because of the love and support they receive at school. They are consistently challenged in the classroom and teachers plan daily engaging lessons. Students love to be in their classroom with their friends and teachers because of the fun and investigative environment. Students feel supported in academics, emotionally, and physically because of the programs like Character Counts, Be a Buddy, not a Bully, and simple classroom culture built by teachers on our campus. Our campus addresses bullying swiftly and with concern to all parties. We use Bulldogs against Bullying to teach students how others should be treated. We contact parents to help develop a plan to eliminate the bullying and separate the students.

### Hiring and Retention

Wylie West Elementary always has many applicants and minimal vacancies each year. Teachers want to teach at Wylie West Elementary because of the students, curriculum, family atmosphere, and administration support. Staff turnover at the campus is typically due to retirements or spouse job movement. Teachers feel supported in their daily work, by both administration and co-workers because of the positive school culture. Teachers know they can ask for help from anyone on campus and we will find a way to help.

### Mentoring and New Teachers

Wylie West Elementary has a mentoring program for new and struggling teachers. New and struggling teachers meet with the principal and assistant principal three times per year for a coaching meeting on things going well and areas they need help. These meetings allow administration to build a relationship with new and struggling teachers and provide consistent assistance. New and struggling teachers also have formal observations, informal observations, and coaching meetings in between the yearly meetings. The process is successful in building new teachers to a proficient level.

### Stakeholders & Parents

Parents and community stakeholders would describe our school as inviting and highly successful. We invite parents on campus for many events and activities each month. Parents are welcomed to come on campus for lunch, to volunteer in the classroom or library, to help on field trips, and to help teachers in other ways. Parents and stakeholders help improve our student achievement by providing additional assistance at home, being present for the students, and being a positive role model for students on campus. We create pathways to engage and support the community by inviting individuals and business owners to our Site-Based meeting each year. This creates relationships with stakeholders to enhance our campus performance and relationships. To ensure information is accessible to non-English speaking families, we print copies in the family's home language and provide translators if necessary.

### Safety & Security

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

- investment in the Marshal Program
- Controlled entries established at each campus
- Safety Drills
- Campuses completed the following drills in 23-24:
  - Evacuation (fire drill)
  - Lock down drill
  - Severe weather
  - Shelter in place
  - HOLD-stay in class, business as usual

## Perceptions Strengths

### Perception Summary

- Teachers and students feel safe and loved at school, and view it as a place they want to come to each day.
- Stakeholders take pride in the school and help in any way possible.
- Parent involvement on campus is strong and routine for some, but is an area of growth for others.
- New teachers feel supported by the mentoring program and by co-works, creating a high teacher retention number.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent involvement by some demographics is prevalent, but some demographics do not attend as many school events. **Root Cause:** Parents feeling unwelcome due to their childhood school experiences, or feeling intimidated by school.

**Problem Statement 2 (Prioritized):** Minimal participation from Emerging Bilingual families in school events and activities. **Root Cause:** A language barrier and lack of communication between the school and families, in addition to parents needing to work to support their families.

**Problem Statement 3:** Student behavior is becoming a large issue and students are needing additional behavior interventions. **Root Cause:** Lack of discipline at home and students being home during COVID.

**Problem Statement 4 (Prioritized):** Wylie West 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 affecting their classroom learning and social interactions.

# Priority Problem Statements

**Problem Statement 1:** Students in K-2 do not have a math assessment, intervention or digital progress monitoring program.

**Root Cause 1:** We have had a large increase of students showing learning gaps in math, resulting in a consistent math assessment and intervention in grades K-2.

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

**Problem Statement 2:** Parent involvement by some demographics is prevalent, but some demographics do not attend as many school events.

**Root Cause 2:** Parents feeling unwelcome due to their childhood school experiences, or feeling intimidated by school.

**Problem Statement 2 Areas:** School Processes & Programs - Perceptions

**Problem Statement 3:** Minimal participation from Emerging Bilingual families in school events and activities.

**Root Cause 3:** A language barrier and lack of communication between the school and families, in addition to parents needing to work to support their families.

**Problem Statement 3 Areas:** School Processes & Programs - Perceptions

**Problem Statement 4:** Students showing weakness in phonemic awareness and early reading skills on BOY mClass assessment in Kindergarten and 1st grade.

**Root Cause 4:** Students not practicing early reading skills before school years.

**Problem Statement 4 Areas:** Student Learning

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

**Root Cause 5:** Students are struggling with mental health issues affecting their classroom learning and social interactions.

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

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## 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
- 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.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

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

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: January 6, 2025

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

**Performance Objective 1:** Effectively manage Title I school-wide programs at the West Early Childhood, West Elementary and East Elementary campuses.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Performance Data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Title 1 teachers providing intervention to small groups of students to improve reading skills. <b>Strategy's Expected Result/Impact:</b> Students will be dismissed from Title 1 reading <b>Staff Responsible for Monitoring:</b> Title 1 intervention, admin.  <b>Title I:</b> 2.4, 2.6, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 4	Formative		Summative
	Jan	Mar	July

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Conduct campus needs assessment to identify areas of weakness and strength for data driven instruction and reform. <b>Strategy's Expected Result/Impact:</b> Review the progress of students not reading at grade level who are not likely to pass STAAR and discuss intervention plans to ensure student success. <b>Staff Responsible for Monitoring:</b> Teachers, admin, curriculum team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 3		Formative		Summative
		Jan	Mar	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Students in K-2 do not have a math assessment, intervention or digital progress monitoring program. <b>Root Cause:</b> We have had a large increase of students showing learning gaps in math, resulting in a consistent math assessment and intervention in grades K-2.
<b>Problem Statement 4:</b> Students showing weakness in phonemic awareness and early reading skills on BOY mClass assessment in Kindergarten and 1st grade. <b>Root Cause:</b> Students not practicing early reading skills before school years.
School Processes & Programs
<b>Problem Statement 3:</b> Students in K-2 do not have a math assessment, intervention or digital progress monitoring program. <b>Root Cause:</b> We have had a large increase of students showing learning gaps in math, resulting in a consistent math assessment and intervention in grades K-2.

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

**Performance Objective 2:** 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		
<b>Strategy 1:</b> Provide additional professional development to teachers that can provide innovative ideas for helping EB students. <b>Strategy's Expected Result/Impact:</b> Eb students will perform better on TELPAS and in the classroom <b>Staff Responsible for Monitoring:</b> Admin, teachers, Region 14  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> School Processes & Programs 7 - Perceptions 2		Formative		Summative
		Jan	Mar	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 7:</b> Minimal participation from Emerging Bilingual families in school events and activities. <b>Root Cause:</b> A language barrier and lack of communication between the school and families, in addition to parents needing to work to support their families.
Perceptions
<b>Problem Statement 2:</b> Minimal participation from Emerging Bilingual families in school events and activities. <b>Root Cause:</b> A language barrier and lack of communication between the school and families, in addition to parents needing to work to support their families.

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

**Performance Objective 3:** West Elementary will maintain rigorous academic achievement in all components of reading and comprehension, while integrating technology applications to show at least 10% of students performing at benchmark by end of year assessment





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** mClass, Renaissance Reading, Teacher observation data, MTSS data, Weekly Assessments, Amplify Reading reports

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Improve the quality of Tier 1 instruction using research based instructional strategies and process monitoring. <b>Strategy's Expected Result/Impact:</b> improved mClass results <b>Staff Responsible for Monitoring:</b> Teachers, Title 1 teachers, admin  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 3		Formative		Summative
		Jan	Mar	July
Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Improve the quality of MTSS interventions put in place to help struggling students become more successful. <b>Strategy's Expected Result/Impact:</b> Students moving back to tier 1 instruction after the use of high quality interventions. <b>Staff Responsible for Monitoring:</b> Admin, MTSS, classroom teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4		Formative		Summative
		Jan	Mar	July

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Consistent use of Chromebooks in 2nd grade classrooms and expose to typing for kinder and 1st. <b>Strategy's Expected Result/Impact:</b> Students will gain better typing skills to prepare for 3rd grade STAAR testing. <b>Staff Responsible for Monitoring:</b> Classroom teachers, admin  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 3	Formative		Summative
	Jan	Mar	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Students in K-2 do not have a math assessment, intervention or digital progress monitoring program. <b>Root Cause:</b> We have had a large increase of students showing learning gaps in math, resulting in a consistent math assessment and intervention in grades K-2.
<b>Problem Statement 4:</b> Students showing weakness in phonemic awareness and early reading skills on BOY mClass assessment in Kindergarten and 1st grade. <b>Root Cause:</b> Students not practicing early reading skills before school years.
School Processes & Programs
<b>Problem Statement 3:</b> Students in K-2 do not have a math assessment, intervention or digital progress monitoring program. <b>Root Cause:</b> We have had a large increase of students showing learning gaps in math, resulting in a consistent math assessment and intervention in grades K-2.

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

**Performance Objective 4:** 50% of 2nd grade students will read on or above grade level by EOY using STAAR Reading reports on Renaissance

**High Priority**

**Evaluation Data Sources:** Renaissance Reading reports, Amplify, mClass data, MobyMax

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Utilize intervention programs such as Amplify reading, renaissance reading, and MobyMax to increase literacy and math skills  <b>Strategy's Expected Result/Impact:</b> MTSS process, students moving to Tier 1 and showing growth <b>Staff Responsible for Monitoring:</b> Admin, classroom teacher, curriculum team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 4 - School Processes & Programs 3		Formative		Summative
		Jan	Mar	July

0%

No Progress

100%

Accomplished

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Continue/Modify

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Discontinue

**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Students in K-2 do not have a math assessment, intervention or digital progress monitoring program. <b>Root Cause:</b> We have had a large increase of students showing learning gaps in math, resulting in a consistent math assessment and intervention in grades K-2.
<b>Problem Statement 4:</b> Students showing weakness in phonemic awareness and early reading skills on BOY mClass assessment in Kindergarten and 1st grade. <b>Root Cause:</b> Students not practicing early reading skills before school years.
School Processes & Programs
<b>Problem Statement 3:</b> Students in K-2 do not have a math assessment, intervention or digital progress monitoring program. <b>Root Cause:</b> We have had a large increase of students showing learning gaps in math, resulting in a consistent math assessment and intervention in grades K-2.

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

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

**High Priority**

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

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Maintaining locked classroom and exterior doors at all times <b>Strategy's Expected Result/Impact:</b> Students and staff will maintain a safe learning enviornment <b>Staff Responsible for Monitoring:</b> Admin, School operations, teachers  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Learning 5 - School Processes & Programs 5 - Perceptions 4	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Develop, implement, and assess district safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff. <b>Strategy's Expected Result/Impact:</b> Safe and secure campuses and facilities, improved staff and substitute preparedness for all emergencies. <b>Staff Responsible for Monitoring:</b> Assistant superintendent, schools marshal, administrator, student resource officer  <b>Problem Statements:</b> Student Learning 5 - School Processes & Programs 5 - Perceptions 4	Formative		Summative
	Jan	Mar	July
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 5:</b> Wylie West recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. <b>Root Cause:</b> Students are struggling with mental health issues affecting their classroom learning and social interactions.
School Processes & Programs
<b>Problem Statement 5:</b> Wylie West recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. <b>Root Cause:</b> Students are struggling with mental health issues affecting their classroom learning and social interactions.
Perceptions
<b>Problem Statement 4:</b> Wylie West recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. <b>Root Cause:</b> Students are struggling with mental health issues affecting their 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.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Review, monitor, and train the safe and supportive school teams on threat assessment, protocols and adhere to parental notification procedures related to suicide prevention, self-harm, and other maltreatment of children. <b>Strategy's Expected Result/Impact:</b> Increased student safety and safe and secure campuses and facilities. <b>Staff Responsible for Monitoring:</b> Safe and supportive school staff  <b>Problem Statements:</b> Student Learning 5 - School Processes & Programs 5 - Perceptions 4		Formative		Summative
		Jan	Mar	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 5:</b> Wylie West recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. <b>Root Cause:</b> Students are struggling with mental health issues affecting their classroom learning and social interactions.
School Processes & Programs
<b>Problem Statement 5:</b> Wylie West recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. <b>Root Cause:</b> Students are struggling with mental health issues affecting their classroom learning and social interactions.
Perceptions
<b>Problem Statement 4:</b> Wylie West recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. <b>Root Cause:</b> Students are struggling with mental health issues affecting their classroom learning and social interactions.

**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		
<b>Strategy 1:</b> Provide training to promote conflict resolution, healthy relationships, character development, and school wide awareness/prevention. <b>Strategy's Expected Result/Impact:</b> Reduction of student referrals for violent and socially irresponsible behavior <b>Staff Responsible for Monitoring:</b> administrators and counselors  <b>Title I:</b> 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 5 - School Processes & Programs 5 - Perceptions 4	Formative		Summative
	Jan	Mar	July

0%

No Progress

100%

Accomplished

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Continue/Modify

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**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 5:</b> Wylie West recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. <b>Root Cause:</b> Students are struggling with mental health issues affecting their classroom learning and social interactions.
School Processes & Programs
<b>Problem Statement 5:</b> Wylie West recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. <b>Root Cause:</b> Students are struggling with mental health issues affecting their classroom learning and social interactions.
Perceptions
<b>Problem Statement 4:</b> Wylie West recognizes the need to provide appropriate services to support a student's mental health needs. This can maximize success and minimize negative impacts. <b>Root Cause:</b> Students are struggling with mental health issues affecting their classroom learning and social interactions.

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

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

**High Priority**

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

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Evaluate, review, and revise district parent engagement plan at the District Advisory committee meeting. <b>Strategy's Expected Result/Impact:</b> Parents feel welcomed and a strong partnership is created. <b>Staff Responsible for Monitoring:</b> Superintendent and assistant superintendent  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 6, 7 - Perceptions 1, 2	Formative		Summative
	Jan	Mar	July
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 6:</b> Parent involvement by some demographics is prevalent, but some demographics do not attend as many school events. <b>Root Cause:</b> Parents feeling unwelcome due to their childhood school experiences, or feeling intimidated by school.
<b>Problem Statement 7:</b> Minimal participation from Emerging Bilingual families in school events and activities. <b>Root Cause:</b> A language barrier and lack of communication between the school and families, in addition to parents needing to work to support their families.
Perceptions
<b>Problem Statement 1:</b> Parent involvement by some demographics is prevalent, but some demographics do not attend as many school events. <b>Root Cause:</b> Parents feeling unwelcome due to their childhood school experiences, or feeling intimidated by school.

<b>Perceptions</b>
<b>Problem Statement 2:</b> Minimal participation from Emerging Bilingual families in school events and activities. <b>Root Cause:</b> A language barrier and lack of communication between the school and families, in addition to parents needing to work to support their families.

**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		
<b>Strategy 1:</b> Actively work to retain Wylie ISD employees by providing feedback to employees through the evaluation process so that employees find meaning and value in their work. <b>Strategy's Expected Result/Impact:</b> Wylie ISD will retain 90% of employees for the 24-25 school year. <b>Staff Responsible for Monitoring:</b> human resources  <b>Title I:</b> 4.1 <b>Problem Statements:</b> School Processes & Programs 6 - Perceptions 1		Formative		Summative
		Jan	Mar	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 6:</b> Parent involvement by some demographics is prevalent, but some demographics do not attend as many school events. <b>Root Cause:</b> Parents feeling unwelcome due to their childhood school experiences, or feeling intimidated by school.
Perceptions
<b>Problem Statement 1:</b> Parent involvement by some demographics is prevalent, but some demographics do not attend as many school events. <b>Root Cause:</b> Parents feeling unwelcome due to their childhood school experiences, or feeling intimidated by school.

# **Title I**

## **1.1: Comprehensive Needs Assessment**

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

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

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

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

**The Campus Improvement Plan is developed with the required stakeholders, as members of the Campus Advisory Committee, parents of students enrolled in the district, business representatives, community members, campus-based professional staff, auxiliary or paraprofessional staff, professional staff with the primary responsibility for educating students with disabilities. Other representatives will include a parent of a student in the Title 1 program.**

## **2.2: Regular monitoring and revision**

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

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

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

to their children.

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

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

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

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

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

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

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

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

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

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

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

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

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

WISD applies for funds and operates a Targeted Assistance program at the West Elementary campus.

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Wyatt	Teacher	Title 1 Reading	
Rebekah Stephenson	Teacher	Title 1	
Whitney Hill	Teacher	Title 1 Reading	