

Wylie Independent School District (Abilene)
Wylie West Intermediate
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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data from TSDS PEIMS 2023-24 is as follows. During the 2023-24 school year Wylie West Intermediate had 232 3rd graders and 247 4th graders with a total enrollment of 479 students. Ethnicity/Race distribution is as follows: White 298 (63.2%) students, Hispanic/Latino students 115 (24.1%), Black or African American 25 (5.2%), 22 Asian Students (4.6%), American Indian or Alaska Native 1 student (0.2%), Native Hawaiian/Other Pacific Islander 1 student (0.2%), Two or more races 18 students (3.7%). Special populations of students are as follows: 95 At risk students (19.8%), 0 dropouts, 99 Military connected students (20.6%), 3 students (0.6%) in Foster care, 106 Economically disadvantage (22.1%) 14 Emergent Bilingual students (2.9%). We also served 91 students (19.0%) in Special Education, while 55 students (11.4%) received GT services.

Class ranged from 20/1 to 22/1 teacher student ratio.

Demographics Strengths

Wylie is a very popular school district that attracts many families. The 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.

The teachers on this campus are dedicated professionals whose commitment to excellence!

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Wylie West Intermediate needs to improve processes and professional development in order to address the unique needs of Emerging Bilingual students. **Root Cause:** The population of Emerging Bilingual students continues to grow and increase in the number of different languages.

Problem Statement 2 (Prioritized): Wylie West Intermediate continues to have difficulties getting certified ESL teachers. **Root Cause:** The combination of attrition and the difficulty of locating and hiring certified teachers. This is an issue across the state with a declining pool of applicants.

Student Learning

Student Learning Summary

ELA

APPROACHES					MEETS					MASTERS				
Campus	REGION	DIFF	STATE	DIFF	Campus	REGION	DIFF	STATE	DIFF	Campus	REGION	DIFF	STATE	DIFF
90			74	+16	64			48	+16	27			21	+6
94			81	+13	62			51	+11	31			23	+8

Math

3	90			70	+20	62			42	+20	24			15	+9	
4	81			69	+12	58			46	+12	25			21	+4	

Student Learning Strengths

Previous A-F accountability ratings

Using TEKS Resource System as our curriculum to improve instructions.

Quality teachers

Parent and community involvement

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): Math scores are decreasing across the State as a trend. **Root Cause:** Learning gaps related to COVID, Math word problems are difficult for our Dyslexic learners.

Problem Statement 3 (Prioritized): Improve STAAR reading scores to Meets grade level. **Root Cause:** High priority of getting all students to the approaches level. The increasing number of the Dyslexic student population.

Perceptions

Perceptions Summary

Wylie West Intermediate has had a long tradition of academic success. We strive to maintain a positive learning environment for both students and teachers. We are are blessed with a high percentage of parental involvement.

Perceptions Strengths

1. Highly qualified staff
2. Effective interventions in place

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Wylie West Intermediate must continue to emphasize parental involvement and solicit input and feedback through committees and surveys.

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

Problem Statement 2 (Prioritized): Continue to provide ways for parents to actively engage, participate and volunteer in school activities. **Root Cause:** COVID-19 restrictions decreased parental involvement in school activities.

Problem Statement 3: As the State wide assessments have increased in difficulty our scores have been lower than previous years; however, our campus scores have been significantly higher than the State average. **Root Cause:** The testing format has changed.

Priority Problem Statements

Problem Statement 1: New STAAR item types and evidence based writing on tests requires professional development for staff, and training for students.

Root Cause 1: STAAR redesign with short constructed responses & extended constructed responses, along with new item types and online testing.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math scores are decreasing across the State as a trend.

Root Cause 2: Learning gaps related to COVID, Math word problems are difficult for our Dyslexic learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Improve STAAR reading scores to Meets grade level.

Root Cause 3: High priority of getting all students to the approaches level. The increasing number of the Dyslexic student population.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Wylie West Intermediate needs to improve processes and professional development in order to address the unique needs of Emerging Bilingual students.

Root Cause 4: The population of Emerging Bilingual students continues to grow and increase in the number of different languages.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Wylie West Intermediate must continue to emphasize parental involvement and solicit input and feedback through committees and surveys.

Root Cause 5: Continued Growth with new students and parents in our community.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Educational programs, physical safety and health protocols and practices, and the resultant social/emotional impact must be continuously monitored and adjusted.

Root Cause 6: School shootings, terroristic threats and the pandemic have significantly disrupted all school processes, procedures and programs.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Wylie West Intermediate continues to have difficulties getting certified ESL teachers.

Root Cause 7: The combination of attrition and the difficulty of locating and hiring certified teachers. This is an issue across the state with a declining pool of applicants.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Continue to provide ways for parents to actively engage, participate and volunteer in school activities.

Root Cause 8: COVID-19 restrictions decreased parental involvement in school activities.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: The bond helped increase our number of Chromebooks on campus.

Root Cause 9: We have Chromebooks available for every student in every classroom.

Problem Statement 9 Areas: School Processes & Programs

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
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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

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

High Priority

HB3 Goal

Evaluation Data Sources: District Performance Data

Strategy 1 Details	Reviews		
Strategy 1: The campus will utilize reading intervention programs such as Lexia Core 5 to increase literacy skills. Strategy's Expected Result/Impact: Following the MTSS process, students will transition out of the reading intervention programs. Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Team	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
Strategy 2: Use of TEKS Resource System - Provide an updated, research-based, focused, viable, and aligned curriculum across grade levels and content areas. Strategy's Expected Result/Impact: Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Team	Formative		Summative
	Jan	Mar	July
Strategy 3 Details	Reviews		
Strategy 3: All 3rd grade reading teachers and principal successfully completed reading academy or is in the process of taking the course. Strategy's Expected Result/Impact: Teacher Instructional strategies will improve as a result of participation in the Reading Academy. Students' reading scores will show growth towards reading on grade level. Staff Responsible for Monitoring: Assistant Supt.	Formative		Summative
	Jan	Mar	July

Strategy 4 Details	Reviews		
Strategy 4: Reading teachers are developing a plan to increase scores on the open ended question portion of the STAAR test. Strategy's Expected Result/Impact: Practice on Chromebooks with questions developd by the staff. Staff Responsible for Monitoring: Reading Teachers Principal Targeted Support Strategy	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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Goal 1: Wylie West Intermediate 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: The campus will utilize math intervention programs such as Moby Max and Countdown to STAAR increase Math skills. Strategy's Expected Result/Impact: Following the MTSS process, students will apply grade level numeracy skills to math content. Students' Math Scores will show growth towards the Meets Grade Level. Staff Responsible for Monitoring: Teachers, Principals, Departments	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
Strategy 2: Use of TEKS Resource System to provide an updated, research based, aligned curriculum across grade levels and content areas. Strategy's Expected Result/Impact: Students' Math scores will show growth towards being on grade or above grade level. Staff Responsible for Monitoring: Teachers, Principal and Department	Formative		Summative
	Jan	Mar	July
Strategy 3 Details	Reviews		
Strategy 3: Increase rigor and student engagement in Tier 1 during enrichment periods and provide effective instructional strategies during accelerated instruction time. Strategy's Expected Result/Impact: Students' Math scores will show growth towards being on or above grade level. Staff Responsible for Monitoring: Teachers, Principal, Department	Formative		Summative
	Jan	Mar	July
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div><div></div></div><div></div></div>Continue/Modify</div> <div><div><div><div></div></div><div></div></div>Discontinue</div>			

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

Performance Objective 3: 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

Goal 2: Wylie West Intermediate 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. 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.	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
Strategy 2: Continue to be active and visible on district campuses (interior and exterior) and facilities through various usage of safety and security personnel that includes daily door checks and patrolling exterior campuses. Strategy's Expected Result/Impact: Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity. Staff Responsible for Monitoring: Assistant Superintendent, School Marshals, Administrators, Student Resource Officer.	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>			

Goal 2: Wylie West Intermediate 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 revise the Standard Response Protocol, Emergency Operations Plan, and Active Threat Procedures. 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.	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
Strategy 2: Ensure that all safety drills, staff trainings, and facility checks are conducted and debriefed with corrective actions, as necessary. Incorporation and completion of the ALERT/ CRASE (Active Shooter) Training Programs for all staff. 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, Principal Student Resource Officer.	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>			

Goal 2: Wylie West Intermediate 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 training to promote conflict resolution, healthy relationships, character counts, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services. Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior Staff Responsible for Monitoring: Administrators and Counselors	Formative		Summative
	Jan	Mar	July
Strategy 2 Details	Reviews		
Strategy 2: Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, and administrators). 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 and Safe and Supportive School Staff	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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Goal 3: Wylie West Intermediate 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.

Evaluation Data Sources: Informal feedback from parent and community member-feedback at meeting, calls, social media and face to face meetings.

Strategy 1 Details		Reviews		
Strategy 1: Evaluate, review and revise parent engagement plan. Strategy's Expected Result/Impact: Create a stronger partnership with parents. Staff Responsible for Monitoring: Principal, office staff, teachers		Formative		Summative
		Jan	Mar	July
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

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

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

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

Goal 3: Wylie West Intermediate 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 stakeholders, parents, staff and teachers. Strategy's Expected Result/Impact: Improve Communication and Feedback from all stakeholders Staff Responsible for Monitoring: Principal	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>			