

Wylie Independent School District

District Improvement Plan

2023-2024



Mission Statement

The mission of the Wylie Independent School District is to sustain a culture of high expectations while valuing unity, relationships, and trust.

Vision

Unified for Excellence

Core Beliefs

- Character and community values are essential to building responsible citizens.
- High expectations and accountability should be expected from all students and staff.
- Exemplary employees make an exemplary difference.
- As Wylie ISD grows, we will sustain our level of excellence in all operations.
- Wylie ISD graduates must be challenged and equipped to succeed in the 21st Century.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wylie Independent School District is a fast growing school system in southern Collin County, 24 miles northeast of Dallas. Covering 41 square miles, the district of approximately 18,700 students serves the City of Wylie as well as families in the surrounding communities of Sachse, Murphy, Lucas, Lavon and St. Paul. Wylie ISD has 20 campuses including two 6A high schools, one alternative high school, three junior high schools (grades 7 and 8), three intermediate schools (grades 5 and 6) and eleven elementary campuses (grades Pre-K through 4).

Wylie ISD offers an outstanding academic program with a focus on character education beginning in elementary school, also known as Wylie Way. The curriculum includes a wide range of programs from culinary arts to television production. The district emphasizes technology in the classroom and as a communications tool for parents. The district is currently in the middle of a bond building project which will expand several of our campuses to accommodate our growing population.

District's demographic student makeup as of August 2023:

African American 15.7%

Hispanic 21.85%

White 40.9%

American Indian .26%

Asian 16.62%

Pacific Islander .09%

Two or More Races 5.38%

Economically Disadvantaged 30.52%

Limited English Proficient (LEP) 11.99%

Special Education 14.63%

Dyslexia 6.57%

GT 11.44%

The 21-22 TAPR* also reports the following teaching staff breakdown by ethnicity, years of experience and degrees obtained:

Teachers by Ethnicity:

African American 11.2%

Hispanic 28.9%

White 56.4%

American Indian .3%

Asian 1.9%

Pacific Islander 0.1%

Two or More Races 1.2%

Teachers by Highest Degree Held:

No Degree 1.4%

Bachelors 72.6%

Masters 25.2%

Doctorate 0.8%

Teachers by Years of Experience:

Beginning Teachers 7.9%

1-5 Years Experience 26.7%

6-10 Years Experience 20.6%

11-20 Years Experience 28.6%

Over 20 Years Experience 16.1%

Number of Students per Teacher 14.6.

**22-23 TAPR has not yet been released.*

Demographics Strengths

Wylie ISD is fast growing, but even with growth, most elementary students are able to attend "neighborhood campuses".

Wylie ISD offers a two-way dual language program in Spanish for grades kinder-6th grade. This is a highly sought after program in our community.

Wylie ISD offers a well-rounded fine arts program with both band and orchestra offered at various grade levels.

Wylie ISD prides itself on equity between all schools. Both high schools offer many CTE programs and work collaboratively to make sure students are able to equally participate in CTE programs.

The vast majority of special education students in Wylie ISD are able to be served at their neighborhood campuses.

Wylie ISD has a diverse teaching and administration staff.

Student Learning

Student Learning Summary

Based on 21-22 scores

-Wylie ISD received an A overall rating, with a 96 out of 100 earned.

-Wylie ISD received an A rating in Student Achievement,

-Wylie ISD received a A in School Progress

-Wylie ISD received a A rating in Closing the Gaps

-All Wylie ISD campuses received an A rating.

-All Wylie ISD campuses received at least one of their eligible distinctions, and five campuses received all eligible distinctions.

-Wylie ISD was the only district with over 10,000 students to receive an A as a district and every campus to receive an A, as well.

-The district received the one and only eligible distinction of post-secondary readiness.

-Most recent graduation rates:

- 4-year 97.7%
- 5-year 99.4%
- 6-year 99.0%

-79% qualified for the criteria of CCMR.

-Wylie ISD dropout rate is 0.4%.

-Wylie ISD's dual credit enrollment is 30% of eligible students.

**Due to new accountability system, new data has not been added yet.*

Student Learning Strengths

Wylie students are excelling!

Accountability Ratings have continued to grow, despite the pandemic. In 17-18, we had a 90. In 18-19, the district scored a 93, and in 21-22, we earned a 96.

For 2022:

- In Student Achievement, Wylie ISD had a 94 out of 100.
- In School Progress, Wylie ISD had a 92 out of 100.
- In Closing the Gaps, Wylie ISD had a 99 out of 100.

**Due to new accountability system, new data has not been added yet.*

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although the percentage of students increased at all performance levels for Grade 7 Math STAAR, students only met the Academic Growth Target for one student group in Domain 3 of the Accountability System. The Academic Growth Score at the district level fell below the target for the other eight student groups where our campuses met the minimum size criteria. **Root Cause:** Instructional practices could have been more targeted and data from these specific student groups could have been monitored more closely throughout the year.

Problem Statement 2: As a district and across all campuses when evaluated individually, student performance decreased at every performance level on Grade 8 Social Studies STAAR. **Root Cause:** After reviewing the questions on the released test and individual student data, several key concepts and terms were not taught to the level of rigor that was needed.

District Processes & Programs

District Processes & Programs Summary

Wylie ISD is served by an administrative team of a Superintendent, a Deputy Superintendent, and three (3) Assistant Superintendents: Human Resources, Student Services, & Finance and Operations. Each assistants' and deputy's department contains directors who manage programs serving throughout the district. A series of instructional specialists in the content areas are assigned by grade-spans and work with individual campus's professional learning teams to facilitate the delivery of the district's highly effective written curriculum.

The district uses a new hire mentor program to support first year teachers to provide a week of new teacher training prior to teacher in-service along with short after school meetings throughout the year. New teachers have access to all the on-line and after school professional development available through the district. Monies are provided through campus funds, as well as, through state and federal program allotments to allow teacher to attend just in time trainings for our programs of instruction.

The district has instructional facilitators paid with Title I funding at five of its campuses. Title III funding is also used at many campuses in the district to provide additional services for EL population needs.

Wylie ISD's main tool for ensuring academic success for all students in Professional Learning Communities (PLCs), which focus conversations on four questions: What do we want our students to learn? How we will know if they have learned it? How do we respond when some students do not learn it? How do we respond when students have already learned it?

Tight systems and ongoing analysis of progress are essential to the success of the district.

District Processes & Programs Strengths

Technology availability continues to be a strength for the district as one to one technology for all students in grades 3 through 12. A Chromebook and iPad initiative at the elementary provides equity across the 11 campuses. In the spring of 2022, the district finished updating all campus interactive whiteboards, and in the fall of 2022, all teachers will be getting updated laptops and docking stations. Having the materials needed to complete your job efficiently and effectively is a priority. 1:1 Chromebooks were added in grades 3 and 4 for the 22-23 school year in response to all STAAR testing going online for the spring of 2023.

The district continues to utilize interventionists and a tight Response to Intervention program to address student learning gaps and/or regression. These interventionists are currently funded out of ESSER grants.

The curriculum and instruction department, as well as several campuses, work closely with Solution Tree on creating and sustaining a professional learning culture that is focused on student achievement.

The Wylie ISD Human Resources Department has intentionally put in processes to help expand the teacher and administrator pool in the district by collaborating with Texas Tech University and offering degree programs to Wylie ISD staff at no cost to the employee.

The district Student Services Department has created a set of three handbooks to help campus leaders and teachers build solid foundations, processes and strong climates to support student behavior.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Staffing self-contained special education rooms has continued to be difficult. **Root Cause:** Well-trained, qualified candidates are few, and the energy and patience required for those classrooms is great.

Perceptions

Perceptions Summary

The cornerstone of the Wylie Independent School District culture and climate is based on achieving excellence through unity and trust. The beliefs, vision and goals of our organization are based on the understanding that the school belongs to the community and educating the whole child is paramount to building a better society. Educating kids the Wylie Way is about focusing on strengths, not failure, and instilling core ethical values, not excuses. The Wylie Way assures each student is provided a plan and a pathway towards a future career, and most importantly the assurance that every student has a positive relationship with a caring adult that guides them towards success. The Wylie Way is about wonderful teachers helping students forge their pathway towards achieving their best tomorrow, while making their world a better place.

Measurements to assess both culture and climate include annual parent, student and faculty perceptions of equity, values and strength of relationships between all three.

From this annual survey, Wylie ISD comprehensively, proactively and intentionally designs and adjusts plans, policies to enhance to promote a school climate and culture of excellence.

Wylie's District-Wide Improvement Committee consists of multiple members from the community, local business and from the parent population as prescribed by the district's board policies.

We have several types of community partnerships. They range from campus “spirit night” at local restaurants to our stadium video board sponsors and we continue to add new partners as our business base grows. We also have CIA-Communities in Action. As a school district we have a unique view of our community through the eyes of our students. Having the opportunity to engage our community through the eyes of these students has given us the ability to identify a way to partner with our local churches and businesses to celebrate some of the great things about Wylie. What we have seen is a need for us to come together to become the change we want to see for our future.

Perceptions Strengths

“Achievement Education” and “The Wylie Way” have established the Wylie ISD as one of the highest achieving school district in Texas, according to the Dallas Morning News.

- Students scored higher on standardized tests compared to other school districts across the state.
- The local economy has flourished as median home prices have doubled.
- Parent and student engagement, as measured through bench-marking surveys, have increased year-over-year.

The Wylie Way is a movement in our schools that is research based and designed to set our students on the path to achievement in every area of their lives. It is built on the foundations of:

- **Relationships:** Building strong relationships with students is vital to their achievement. We share a collective goal in Wylie that every student will have a meaningful relationship with at least one adult. The Wylie Way works because this is our highest priority.
- **Strengths & Interests:** We firmly believe that if we can help our students identify and grow strongly in their strengths and interests, we can set their feet on the path to achievement. We all have innate gifts and talents; we want our students to explore what theirs are and allow them to grow as confident individuals.
- **Plan & Purpose:** Many of us were not given the opportunity to really think through what we wanted for our future while we were in school. In Wylie, we want to help our students develop their future plan and purpose. Our goal is to connect what our students are good at and interested in with possible careers by providing classes in those fields.
- **Core Ethical Values:** The heart of the Wylie Way lies in our values. With the support of the community, we have identified the core values we want to instill in our students. Not only do we want our students to be high performers, we also want them to be good people and do good things. We intentionally have designated days to understand, care

about, and act on the focused value of the 9 weeks.

If we can make each of those foundations compelling and meaningful in the lives of our students, they will be equipped with what is necessary to increase their hope, well-being, and engagement. Being solid in those foundations is necessary to close the achievement gap and have success in life. The Wylie Way is more than character education, it is Achievement Education!

We have varied types of community partnerships. They range from campus “spirit night” at local restaurants to our stadium video board sponsors and we continue to add new partners as our business base grows.

As a school district we have a unique view of our community through the eyes of our students. Having the opportunity to engage our community through the eyes of these students has given us the ability to identify a way to partner with our local churches and businesses to celebrate some of the great things about Wylie. We call this program Communities in Action. In addition, Wylie ISD promotes mentoring and volunteerism across all campuses.

The Communications and Community Relations department coordinates these partnerships to ensure district policies are followed and both the school district and business are maximizing the potential. Numerous committees and parent advisory committees exist and we consider their input vital when making decisions that affect students. These are in addition to our PTA, student advisory and faculty advisory committees.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

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 Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading 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
- 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.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data





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

Goals

Goal 1: Instill community and ethical values in our students

Performance Objective 1: 5th-12th grade students will increase their Hope score at least 3%.





Evaluation Data Sources: Post Data Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Respect and Responsibility Wylie Way Day - Believe: The Wylie Way Unity Day Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Caring and Giving, Relationships Day Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Grit and Preparation Mapping Your Future Day Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Gratitude & Celebration, Ripples of Hope, Day of Gratitude Ripples of Hope Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 2: Grades 5-12 teachers will score above 80% on the student relationships survey.





Evaluation Data Sources: Relationships survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development sessions of quality lesson planning, classroom and behavior management techniques, relationship building techniques and other topics will be presented throughout the year to teachers at campus administrators' assignment. Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Instill community and ethical values in our students

Performance Objective 3: 100% of 8th grade parents will be invited to multiple cross district events for 8th grade course planning nights, parent education nights and parent/student events to increase parent awareness.

Evaluation Data Sources: Attendance numbers at district listed events





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District communication about district wide events will be published on the the district website, social media accounts, through Skyward, and be issued weekly through WCN.</p> <p>Strategy's Expected Result/Impact: Positive support of the district by the community.</p> <p>Staff Responsible for Monitoring: Executive Director of Communication</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: District will invite parents to support students as they transition between grade level schools as planned by the campuses</p> <p>Staff Responsible for Monitoring: Executive Director of Secondary Curriculum</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 4: By the end of the year, according to PEIMS data, student behavior incidents will decrease by 10% from the 22-23 school year.

Evaluation Data Sources: Discipline records, counseling referrals, compliance trainings





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Self-management and responsible decision-making strategies will be taught to students through relational practices using relational skills on a weekly basis. (See Student Code of Conduct and Wylie Way Positive Character Trait Curriculum Standards Addendum)</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conflict resolution strategies will be taught to all students through relational practices. (See Positive Character Trait Curriculum Standards Addendum)</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students identified in grades K-2 that have behavioral interventions in place with little to no progress documented, will receive direct teaching in social skills and learn to manage their own behavior in a structured, therapeutic setting through the HOPE program.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Educational programs and resources concerning dating violence will be offered annually. The Texas Attorney General's office will share information that includes recognizing and responding to dating violence, including contact information for help.</p> <p>Staff Responsible for Monitoring: Director of Wylie Way & Counseling</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All staff members will complete compliance courses related to dating violence prevention, sexual abuse prevention, and sex trafficking prevention.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
Strategy 6: All staff members will follow the district's bully prevention procedures and the district's policy on bullying. Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Instill community and ethical values in our students

Performance Objective 5: Wylie ISD will provide responsive services to 100% of student outcries, in a professional, ethical, and caring manner.





Evaluation Data Sources: District Counseling Protocol, Threat Assessment Tracking, counseling logs, discipline logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student searches on district Chromebooks related to harm towards themselves or others will be reported to the school administration through Bark. Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student outcries will be communicated with parents through various methods (phone calls and written notifications). Communications will include information for outside resources available to students and families. (see Responsive Services Protocol Addendum) Staff Responsible for Monitoring: Director of Wylie Way & Counseling</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors at each campus will provide training to all staff members on suicide prevention. Staff Responsible for Monitoring: Director of Wylie Way & Counseling</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement the Texas Model for Comprehensive School Counseling Staff Responsible for Monitoring: Director of the Wylie Way & Counseling Services</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 6: Wylie ISD will decrease total SPED Disciplinary Removals by 10 students- specifically students receiving ISS or OSS.





Evaluation Data Sources: RDA Report
Discipline Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Work with the Student Services Department to provide de-escalation training and a monthly communication; reviewing discipline options for all students.</p> <p>Strategy's Expected Result/Impact: Reduce the percentage of students receiving ISS and therefore reduce the overall total disciplinary removals.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services</p> <p>Results Driven Accountability</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student Services Departments will review discipline reports at the end of each grading period and work with administrators to meet the discipline needs of their students.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services</p> <p>Results Driven Accountability</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special Ed students identified in grades 3-5 that have behavioral interventions in place with little to no progress will receive direct teaching in social skills and learn to manage their own behavior in a structured, therapeutic setting through Sierra Schools program.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 7: Wylie ISD will not tolerate any form of dating violence between students and will take immediate action should it occur.





Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors and administrators will be informed of the new legislation through professional development. Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 1: By June 2024, 64% of third grade students will meet expectations as measured by the STAAR Grade 3 Reading test.

Evaluation Data Sources: STAAR reading,





Strategy 1 Details	Formative Reviews		
Strategy 1: Learning specialists will provide support for Guided Reading Instruction. Staff Responsible for Monitoring: Executive Director of Elementary Curriculum	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Literacy Curriculum Leaders on each elementary campus will provide model lessons in classrooms and share best practices with other elementary teachers across the district. Staff Responsible for Monitoring: Executive Director of Elementary Curriculum Funding Sources: - Title II	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Reading intervention teachers will identify struggling readers on each campus during weekly PLCs and will provide specific intervention for each struggling student as frequently as needed. Staff Responsible for Monitoring: Executive Director of Elementary Curriculum	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Dyslexia therapists will identify and serve dyslexic students on each campus. Staff Responsible for Monitoring: Director of Special Services Funding Sources: - Dyslexia State Allotment	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: All 3rd grade students will take NWEA MAP three times annually enabling teachers to use data to guide instruction. Staff Responsible for Monitoring: Executive Director of Elementary Curriculum Funding Sources: - Title II	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 2: Populations served by Special Programs will maintain and improve scores by providing accelerated instruction and contributing to Met Expectations by 1-2% per subject annually in state assessed areas of reading, writing, math and science

Evaluation Data Sources: STAAR scores





Strategy 1 Details	Formative Reviews		
Strategy 1: Students qualifying as dyslexic will be served by certified staff in small pull out classes to increase reading success. Staff Responsible for Monitoring: Director of Special Services Funding Sources: - Dyslexia Grant, - Dyslexia State Allotment	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Dyslexia Therapists and ESL teachers will meet monthly for collaborative learning. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Students served by Title I Facilitators will meet their expected RIT growth. Staff Responsible for Monitoring: Director of Special Services Funding Sources: 6 - Title I	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Special Services department will attend professional learning opportunities to address their specific program needs. Staff Responsible for Monitoring: Director of Special Services Funding Sources: Seidlitz Training - Title II, - Title III - LEP	Formative		
	Dec	Mar	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Highly qualified paraprofessionals will work under the guidance of bilingual and ESL certified teachers to meet the needs of EB students.</p> <p>Strategy's Expected Result/Impact: EB students will have more opportunity for individualized instruction.</p> <p>Staff Responsible for Monitoring: Director of Special Services</p> <p>Funding Sources: - Title III - LEP, - Title IV</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 3: Wylie students in Special Education tested on STAAR reading, writing, and social studies in grade 3-8 and EOC English I and English II will increase the number of students scoring approaches by 1-2% per subject annually while maintaining the number of students reaching approaches in remaining tested areas.





Evaluation Data Sources: STAAR scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continuous training will be provided in writing individualized IEPs working to improve PLAAFPs and Goals in an effort to meet student's individual needs.</p> <p>Strategy's Expected Result/Impact: Increase review of student data and improvement in IEP documents</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will meet with learning specialists to analyze data to ensure critical skill deficits are addressed in student's IEPs.</p> <p>Strategy's Expected Result/Impact: Increase networking and consistency with program district wide resulting in program improvement.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Data will be used to make decision on goal progress as well as inclusion time in an effort to improve ARD decision making resulting in better placements and services for students.</p> <p>Strategy's Expected Result/Impact: Improve ARD decision making resulting in better placements and services for students</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 100% of special education language arts teachers serving students identified with dyslexia will complete Amplio dyslexia training.</p> <p>Strategy's Expected Result/Impact: Special education teachers will served special education students with dyslexia who are not making program in the general education dyslexia program.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p> <p>Funding Sources: - Dyslexia Grant</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 4: Increase the number of students in Early Childhood Special Education Programs receiving services in the general education setting by 10 students.





Evaluation Data Sources: Class rosters, RDA reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Therapists will meet with general education teachers to find ways to integrate therapy with curriculum and lessons taught in the classroom.</p> <p>Strategy's Expected Result/Impact: Students maintain and generalize skills taught in speech throughout the school day. Students remain in the general education setting for the entire school day.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p> <p>Results Driven Accountability</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze current Prek and PCD programs to determine possibility of the creation of a dually certified classroom for the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Students will be educated in an inclusive general education environment.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p> <p>Results Driven Accountability</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Data collections will be reviewed with Learning Specialists at least 3 times per year to determine correct programming for students in early childhood special education programs to ensure students are receiving instruction in their LRE.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 5: The % of students scoring Met on Algebra I EOC will increase by 5%.





Evaluation Data Sources: EOC scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Math PLCs to evaluate student progress and on GoFormative assessments. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Math learning specialists will provide Learn and Earn math professional development to classroom teachers Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 6: The % of students scoring Met on 5th-8th grade math will increase by 5%.





Evaluation Data Sources: STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Math PLCs to evaluate student progress and plan instruction. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Math learning specialists will provide Learn and Earn math professional development to classroom teachers Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 7: 72% of 3rd and 4th grade students will meet expectations on math STAAR by May 2024.





Evaluation Data Sources: STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Math PLCs to evaluate student progress and plan instruction. Staff Responsible for Monitoring: Executive Director of Elementary Curriculum	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Math snack attacks to provide math professional development to classroom teachers Staff Responsible for Monitoring: Executive Director of Elementary Curriculum	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Math Interventionists will use MAP data to identify Tier 2 and 3 students in need of support. Strategy's Expected Result/Impact: To increase the number of students performing on grade level for STAAR. Staff Responsible for Monitoring: Executive Director of Elementary Curriculum	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 8: Provide parent outreach through ESL classes.





Evaluation Data Sources: adult ESL enrollment and sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Host Adult ESL classes. Staff Responsible for Monitoring: Director of Special Services Funding Sources: Supplemental Pay - State ELL Allotment	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide language and literacy enrichment to Wylie ISD students whose parents are attending adult ESL classes. Staff Responsible for Monitoring: Director of Special Services Funding Sources: Supplemental Pay - State ELL Allotment	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 9: EB and non-EB students enrolled in dual language will read on grade level in both English and Spanish.





Evaluation Data Sources: EOY reading assessment scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Kindergarten-4th grade teachers will implement biliteracy in their classrooms. Staff Responsible for Monitoring: Director of Special Services Funding Sources: Bilingual Learning Specialist - Title III - LEP	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: District and campus leadership will provide continued professional development for dual language teachers. Staff Responsible for Monitoring: Director of Special Services Funding Sources: - Title III - LEP, - Title II	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 10: Bilingual/ESL students will perform within 10% of students who are non-LEP in all areas of STAAR/EOC.





Evaluation Data Sources: STAAR / EOC scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will receive small group instruction from a certified teacher with the support of a bilingual/ESL paraprofessional. Staff Responsible for Monitoring: Director of Special Services Funding Sources: Paraprofessionals - Title III - LEP, Paraprofessionals - Title IV	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 11: Provide community outreach services by providing adult ESL and GED classes to community members.

Evaluation Data Sources: adult ESL rosters





Strategy 1 Details	Formative Reviews		
Strategy 1: Open adult ESL to community members. Staff Responsible for Monitoring: Director of Special Services Funding Sources: - State ELL Allotment	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 12: All campuses will identify and provide interventions for students who are at risk of academic failure.

Evaluation Data Sources: At-risk list





Strategy 1 Details	Formative Reviews		
Strategy 1: Campus RtI committees will be trained to use universal screener data to identify students at risk of academic failure. Staff Responsible for Monitoring: Director of Special Services Funding Sources: - Campus Budget, NWEA MAP training - Title II	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus RtI committees will meet on a regular basis to review progress monitoring data and interventions for students in RtI. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campuses will provide specific interventions for students in RtI and progress monitor student growth in the area of need. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Special services department will provide training on identifying at-risk students to all new hires. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: 100% Students served by Title I Facilitators will meet their expected RIT growth. Staff Responsible for Monitoring: Director of Special Services Funding Sources: 6 - Title I	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 100% of kindergarten-8th grade core subject teachers will be trained in using NWEA MAP growth reports and growth continuum reports to plan instruction.</p> <p>Staff Responsible for Monitoring: Director of Special Services</p> <p>Funding Sources: - Title II</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 13: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.





Evaluation Data Sources: Homeless list and budget reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development session for district counselors and teachers. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize data to increase the awareness and needs of the McKinney-Vento Act students. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance. Staff Responsible for Monitoring: Director of Special Services Funding Sources: - TEHCY, - Title I	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 14: Support, coordinate, and integrate services with early childhood programs and the transition from early childhood programs to kindergarten at students elementary campus.





Evaluation Data Sources: sign-in sheets, parent feedback on survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Elementary campuses will host a "Meet and Greet" during the school day for PreK students. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: PreK students will be invited to kindergarten round up activities. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Elementary staff at a student's home campus will be invited to staffing, LPACs, and ARDs for students in early childhood programs. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Early childhood learning specialist will provide vertically aligned professional development to PreK, kinder and 1st grade teachers. Staff Responsible for Monitoring: Executive Director of Elementary Curriculum	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 15: 10% of parents of EL students will attend school awareness activities.





Evaluation Data Sources: sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Special Services department will host district-wide EL parent event. Staff Responsible for Monitoring: Director of Special Services Funding Sources: - Title III - LEP, - State BEA	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Dual language celebration will be held in May Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 16: Maintain, the special education graduation rate of at least 90% as reflected in the Closing the Achievement Gap Domain.





Evaluation Data Sources: Graduation Rates

Strategy 1 Details	Formative Reviews		
Strategy 1: Continuous training will be provided in writing individualized IEPs working to improve PLAAFPs and Goals in an effort to meet student's individual needs. Strategy's Expected Result/Impact: Increase review of student data and improvement in IEP documents Staff Responsible for Monitoring: Executive Director of Special Education	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will meet with learning specialists to analyze data to ensure critical skill deficits are addressed in student's IEPs. Strategy's Expected Result/Impact: Increase networking and consistency with program district wide resulting in program improvement. Staff Responsible for Monitoring: Executive Director of Special Education	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Data will be used to make decisions on goal progress as well as inclusion time in an effort to improve ARD decision making resulting in better placements and services for students. Strategy's Expected Result/Impact: Improve ARD decision making resulting in better placements and services for students Staff Responsible for Monitoring: Executive Director of Special Education	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 17: 93% of 5th-8th grade students will scores at Approaches level on Reading STAAR.





Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading and writing consultants will provide professional development for 5th-8th grade reading and writing teachers. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum Funding Sources: Consultants - Title II	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Support student participation in extracurricular activities to promote character and academic achievement.

Performance Objective 1: 100% of student-athletes will exhibit high behavioral standards and good sportsmanship.





Evaluation Data Sources: Discipline referrals for student athletes

Strategy 1 Details	Formative Reviews		
Strategy 1: a. Student-Athletes will be held accountable for their behavior through the WISD Extracurricular Code of Conduct. Staff Responsible for Monitoring: Executive Director of Athletics	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Support student participation in extracurricular activities to promote character and academic achievement.

Performance Objective 2: Develop and implement sport-specific philosophies and programs at all levels in all sports that promote success.





Evaluation Data Sources: # students transitioning from junior high to high school sports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase collaboration between campuses through the alignment of athletic programs, scheduling, and the development of a comprehensive transition plan from JH to HS Staff Responsible for Monitoring: Executive Director of Athletics	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Support student participation in extracurricular activities to promote character and academic achievement.

Performance Objective 3: Develop student-athletes who demonstrate success off the fields and courts by participating in community-based activities and achieving academic recognition in the classroom





Evaluation Data Sources: # of students participating in community based activities, # of Academic All District students

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement student-athlete character building programs on each junior high and high school campus Staff Responsible for Monitoring: Executive Director of Athletics	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Recognize and celebrate those student-athletes who achieve academic all-state for their achievements in the classroom Staff Responsible for Monitoring: Executive Director of Athletics	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Support student participation in extracurricular activities to promote character and academic achievement.





Performance Objective 4: Increase the number of students who participate and number of students who make the all-region bands and choirs in grades 7-12.

Evaluation Data Sources: All-Region rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide increased amount of music instruction in group and individual settings. Staff Responsible for Monitoring: Executive Director of Fine Arts	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Track and document results after audition season is completed. Compare to documented results from past two years. Staff Responsible for Monitoring: Executive Director of Fine Arts	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Attract, retain, and value a quality staff

Performance Objective 1: Retain 90% of our teachers annually.

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate professional development offerings for new hires to ensure that these trainings are supporting their needs. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ongoing district and campus level mentoring support for zero year teachers. Meet monthly with Lead Mentors to get feedback and support needed. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: Attract, retain, and value a quality staff

Performance Objective 2: At least 50% of new campus administrators will be hired from within the district.

Strategy 1 Details	Formative Reviews		
Strategy 1: Allow any staff member (teachers, administrators, specialists) to participate in Learning to Lead. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunity for current employees to participate in the Texas Tech University Master of Education program to earn their principal certification. Staff Responsible for Monitoring: Executive Director of Human Resources	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Attract, retain, and value a quality staff





Performance Objective 3: Retain or promote 90% of campus leadership annually.

Strategy 1 Details	Formative Reviews		
Strategy 1: Data Day and follow up action planning meeting will occur in late summer and early fall with administrators of the campuses and the C & I Team Staff Responsible for Monitoring: Director of Assessment & Accountability	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: RtI Teams will convene at the district level to support the campus level teams as student data is reviewed. A focus on moving from understanding MAPS data will move to refining instruction based on the data Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide T-TESS Training for all new hires to Wylie ISD. Ongoing support and communication will be provided for all professional staff. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Human Resources team will work closely with Campus Administrators on all areas of personnel beginning with a campus visit early in the school year. Monitoring continuing through the semester. A second meeting with the HR team and campus admin will occur in early spring. Staff Responsible for Monitoring: Executive Director of Human Resources	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide optional opportunities for development through degree programs at Texas Tech University. Staff Responsible for Monitoring: Executive Director of Human Resources.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, and value a quality staff





Performance Objective 4: District and campus will encourage employee wellness by promoting and offering preventative health services at the convenience of the staff during the school year.

Evaluation Data Sources: Staff Satisfaction Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The District shall encourage staff members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance to district policy.</p> <p>Staff Responsible for Monitoring: Director of Recruitment & Retention</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The District shall promote and encourage wellness and self-care activities to district staff each month to: (a) Build stronger morale and increased productivity and motivation; (b) Encourage them to think about their own self-care needs; (c) Provide accountability and connection in fun ways to build camaraderie among staff.</p> <p>Staff Responsible for Monitoring: Director of Recruitment & Retention</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, and value a quality staff





Performance Objective 5: 100% of teachers providing ESL services to EL students will be ESL certified.

Strategy 1 Details	Formative Reviews		
Strategy 1: Special Services will reimburse teachers for ESL exam and provide a substitute or supplemental pay for teachers taking their ESL exam. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Manage growth in a way that ensures functional equity, financial responsibility, and assurance for all student needs

Performance Objective 1: Conduct facility assessment to compare functional equity including mechanical systems, safety and security systems, electrical, as well as condition of interior/exterior surfaces and comparable spaces along with square footage requirements





Evaluation Data Sources: Report filed with Superintendent and School Board

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete a master facilities assessment to evaluate needs for potential bond program and to provide functional equity to all facilities Staff Responsible for Monitoring: Executive Director of Operations	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Manage growth in a way that ensures functional equity, financial responsibility, and assurance for all student needs





Performance Objective 2: Approach any campus demographic zone change with a long term approach in a transparent and open minded way.

Evaluation Data Sources: demographic reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct annual review of campus activities, bus routing and enrollment to determine if any zone changes are required. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet quarterly with demographers to analyze current and potential growth, planning for any potential rezoning. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: Manage growth in a way that ensures functional equity, financial responsibility, and assurance for all student needs

Performance Objective 3: Utilize bond issues to complete campus infrastructure updates for the next 5 years.

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct a master facility assessment, review demographics, and update as needed. Staff Responsible for Monitoring: Chief of Staff	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate and execute bond refunding opportunities with available resources. Staff Responsible for Monitoring: Assistant Superintendent for Finance and Operations	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Manage growth in a way that ensures functional equity, financial responsibility, and assurance for all student needs





Performance Objective 4: Continue to implement HB 3 in order to maximize funding for students, provide compliance with HB 3 spending requirements and continuously improve financial efficiency.

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet monthly with finance and operation departments to maintain current successful practices. Staff Responsible for Monitoring: Assistant Superintendent for Finance and Operations	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize continuing education resources to review rules and regulations of HB3 or any new legislation. Staff Responsible for Monitoring: Assistant Superintendent for Finance and Operations	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to budget conservatively and any utilization of savings aligns with board goals and being good stewards of taxpayer dollars. Strategy's Expected Result/Impact: Fiscal operations end with a positive or balanced result. Staff Responsible for Monitoring: Assistant Superintendent for Finance and Operations	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Prepare students for a successful life beyond high school
 TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 1: Students successfully completing CTE certifications will increase to 1,200 certifications earned.





Evaluation Data Sources: Certification records

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to meet 100% of CTE course objectives. Staff Responsible for Monitoring: Director of CTE	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 42% of students will successfully complete a CTE Programs of Study. Staff Responsible for Monitoring: Director of CTE Funding Sources: Perkins - Title I	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: CareerTechnical student organizations will be offered for all CTE students. Staff Responsible for Monitoring: Director of CTE	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Prepare students for a successful life beyond high school
 TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 2: Additional dual credit courses will be added and we will also increase the enrollment of existing CTE dual credit

Evaluation Data Sources: Articulation agreements and course offerings





Strategy 1 Details	Formative Reviews		
Strategy 1: CTE instructors hired under the District of Innovation Plan will complete coursework through TEA new teacher training. Staff Responsible for Monitoring: Director of CTE	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Prepare students for a successful life beyond high school
 TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 3: Wylie ISD will score a 72%/ "A" rating for the CCMR domain of the A-F accountability system as reported on TAPR.

HB3 Goal





Evaluation Data Sources: CCMR Data on TAPR
 OnData Suite Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: All grades 9-11 students will participate in the PSAT administration Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 90% of students in AP classes will persist on those courses. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: AP teachers were trained in course instruction during the summer Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: SAT School day will be implemented for 11th grade students in the spring semester. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Prepare students for a successful life beyond high school
 TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 4: Each high school will implement drop out prevention programs.





Evaluation Data Sources: Drop out rate / graduation rate

Strategy 1 Details	Formative Reviews		
Strategy 1: offer non traditional instructional methods to students that are at risk of not graduating in the traditional manner Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All campuses will host a college week in the Spring semester with activities appropriate for each grade level. Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: High school campuses will host a college night open to all families. Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Extend school year two weeks into the summer for students to complete online coursework at Achieve. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: EL families will be invited to UTD's College Awareness Day. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Prepare students for a successful life beyond high school
 TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 5: Provide information to all junior high and high school students and parents with information and tools to enable students to be successful beyond high school.





Evaluation Data Sources: sign-in sheets, agendas, college application rates, PSAT and SAT data

Strategy 1 Details	Formative Reviews		
Strategy 1: All freshmen and sophomores will take the PSAT on a school day. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: SAT School day will be implemented for 11th grade students in the spring semester. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Both high schools will host a college night to increase awareness and understanding of college admissions. Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Both high schools will host a FAFSA night to increase awareness and understanding of financial aid opportunities, including the TEXAS grant program and Teach for Texas Grant Program. Strategy's Expected Result/Impact: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Celebrate our excellence.

Performance Objective 1: 100% of campuses will participate in teacher appreciation.

Evaluation Data Sources: Campus calendars and newsletters





Strategy 1 Details	Formative Reviews		
Strategy 1: Campus leadership will coordinate with campus PTA to provide teacher appreciation activities. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Celebrate our excellence.

Performance Objective 2: 100% of campuses will recognize teachers with outstanding performance.

High Priority





Evaluation Data Sources: VLEs, Teacher of the Year at Wylie Way Awards, Campus Climate Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Each campus will nominate a teacher of the year and paraprofessional of the year. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Wylie ISD will nominate an elementary and secondary teacher for Region X Teacher of the Year Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will be celebrated annually at Wylie Way awards Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Celebrate our excellence.

Performance Objective 3: District Administration will recognize excellent academic performance for all campuses receiving distinctions.





Evaluation Data Sources: Board minutes, district communication

Strategy 1 Details	Formative Reviews		
Strategy 1: Campuses receiving distinctions will be recognized at school board meeting Staff Responsible for Monitoring: Executive Directors of Curriculum	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 7: Celebrate our excellence.

Performance Objective 4: All campuses will participate in the Wylie Way Gratitude and Celebration activities during the 4th nine week grading period.





Evaluation Data Sources: Wylie Way lessons plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Day of Celebration Senior Walk Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All students will participate in Day of Gratitude Staff Responsible for Monitoring: Director of Wylie Way & Counseling	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Celebrate our excellence.

Performance Objective 5: The district will recognize and celebrate the different cultures, ethnicities, nationalities, and other groups that make up our campuses throughout the school year.

Evaluation Data Sources: Social Media sites
Campus events

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will make regular Social media posts recognize and celebrate the different cultures, ethnicities, nationalities, and other groups that make up our campuses throughout the school year.</p> <p>Strategy's Expected Result/Impact: Social media posts circulating among stakeholders</p> <p>Staff Responsible for Monitoring: Director of Employee Relations</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Information and facts on different cultures, ethnicities, and nationalities will be shared with campuses so that they can communicate this with their students, staff, and families.</p> <p>Strategy's Expected Result/Impact: Students learning about other students.</p> <p>Staff Responsible for Monitoring: Director of Employee Relations</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will work with PTA director of diversity to increase the number of campus PTA diversity liaisons.</p> <p>Strategy's Expected Result/Impact: Shared experiences between the district and PTA.</p> <p>Staff Responsible for Monitoring: Director of Employee Relations</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,833,596.00
+/- Difference					\$6,833,596.00
State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$14,862,113.00
+/- Difference					\$14,862,113.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	6		\$0.00
2	12	5	6		\$0.00
2	13	3			\$0.00
6	1	2	Perkins		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$983,993.00
+/- Difference					\$983,993.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	1	5			\$0.00
2	2	4	Seidlitz Training		\$0.00
2	9	2			\$0.00
2	12	1	NWEA MAP training		\$0.00
2	12	6			\$0.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	17	1	Consultants		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$273,717.00
+/- Difference					\$273,717.00
Title III - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$0.00
2	2	5			\$0.00
2	9	1	Bilingual Learning Specialist		\$0.00
2	9	2			\$0.00
2	10	1	Paraprofessionals		\$0.00
2	15	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$229,507.00
+/- Difference					\$229,507.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$0.00
2	10	1	Paraprofessionals		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$67,544.00
+/- Difference					\$67,544.00
State GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$385,734.00
+/- Difference					\$385,734.00

TEHCY					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	13	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$75,689.00
+/- Difference					\$75,689.00
Perkins Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$108,483.00
+/- Difference					\$108,483.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,508,732.00
+/- Difference					\$2,508,732.00
IDEA Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$22,061.00
+/- Difference					\$22,061.00
Dyslexia Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	3	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$404,300.00
+/- Difference					\$404,300.00

State BEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	15	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,523,549.00
+/- Difference					\$1,523,549.00
Dyslexia State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$678,832.00
+/- Difference					\$678,832.00
Grand Total Budgeted					\$28,957,850.00
Grand Total Spent					\$0.00
+/- Difference					\$28,957,850.00

Addendums

Wylie ISD

District Wide Parental Engagement Policy

Parental Engagement means the participation of parents in regular, two- way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

Wylie ISD will take the following actions to:

1. Involve parents in the joint development of its district improvement plan, Title I parental Engagement plan, and the process of school review and improvement by:
 - Inviting parents to meet with campus and district leadership teams annually to develop/review the Parent Engagement Policy.
 - Include parents at Title I campuses as part of the District Wide Education Improvement Committee which developed the district improvement plan.
2. Support Title I schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance:
 - Federal programs coordinator will provide annual training and work in conjunction with Title I building administrators and Title I instructional facilitators to plan at least two parent education / parent engagement events at each campus.
3. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental Engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental Engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental Engagement policy and activities to design strategies for more effective parental Engagement, and to revise, if necessary (and with the Engagement of parents) its parental Engagement policies.
 - The director of special services and federal program coordinator will meet twice annually with parents of students at Title I campuses to review and update the PFE Policy based on parent input. The district translator will be present and specifically reach out to Spanish speaking parents so they are included in the process. These review meetings will be documented with invitations, sign-in sheets, agendas and minutes with specific parent feedback recorded.
4. Build the schools' and parents' capacity for strong parental engagement, in order to ensure effective Engagement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.
 - Annual campus training led by Federal Programs Coordinator on Increasing Parent Engagement.
 - Campus and district administrators attend State and Region X trainings on increasing parent and family engagement.
5. Assist campuses in helping parents understand the following topics at Title I Parent Information Night, Family Literacy Nights, and parent/teacher conferences:
 - the state's academic content standards,
 - the state's student academic achievement standards,

- the state and local academic assessments including alternate assessments,
 - how to monitor their child's progress,
 - how to work with educators, and
 - the requirements of Title I, Part A:
6. With the assistance of Title I schools, provide materials and training to help parents work with their children to improve their children's academic achievement and to increase parental Engagement, by:
- Parents as Teachers
 - Family Literacy Night
7. With the assistance of its schools and parents, educate its staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Annual campus training led by Federal Programs Coordinator on Increasing Parent Engagement.
 - Campus and district administrators attend State and Region X trainings on increasing parent and family engagement.
8. To the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Coordinating with the district Director of Special Services and Federal Programs Coordinator to ensure coordination and integration between federal, state and local programs where applicable.
9. Ensure that information related to parent programs, meetings, and other activities is sent to parents in an understandable format, various mediums, and to the extent practicable, in a language the parents can understand:

Title I Translation Policy

Translated Documents:

Campus Documents translated to Spanish by Special Services Department

- Campus Improvement Plan
- Title I Parent and Family Engagement Policy
- Title I Compact
- District Title I Brochure

Campus Documents translated to Spanish at campus level

- Invitations for parent and family engagement activities
- Agendas and information presented at parent and family engagement activities
- Report Cards

Decision to Translate

1. Achieve 25, Birmingham 35, Cox 116, Hartman 101, Groves 53, Dodd 73 students list Spanish as their home language

Website Translation: All district webpages can be translated through Google Translate to the following languages: Spanish, Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, and Russian.

Wylie ISD agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the Engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental Engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental Engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental Engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental Engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental Engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

ESSA Requirements

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Title II Meaningful Consultation

Through DWEIC annual meetings, district leadership Instructional Focus Meetings, Curriculum and Instruction Director Meetings, and Senior Cabinet Meetings, Wylie ISD

- Meaningfully consults with teachers, principals, other school leaders, paraprofessionals, parents and community partners and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A
- Seeks advice from the individuals and organizations described regarding how best to improve the districts activities to meet the purpose of Title I, Part A
- Uses data and ongoing consultation to continually update and improve activities supported under Title II, Part A

Evaluation is a critical component to the effective design and implementation of all professional learning activities. Campus and district professional learning will be evaluated on multiple

levels and with various tools to assess impact:

Evaluation Level	How will information be gathered?
Participants' Reactions	Workshop Survey
Participants' Learning	Simulations, demonstrations, participant reflections and participant portfolios
Organization Support & Change	District and school data, minutes from follow-up meetings, questionnaires, structured interviews with participants and district or school administrators and participant portfolios
Participants' Use of New Knowledge and Skills	Questionnaires, structured interviews with participants and their supervisors, participant reflections, portfolios and observations, T-TESS and GSPD data
Student Learning Outcomes	Student formative and summative assessment data, campus and district assessments, questionnaires, structured interviews with students, parents, teachers and/or administrators and participant or student portfolios

Title II Coordination

Through DWEIC annual meetings, district leadership Instructional Focus Meetings, Curriculum and Instruction Director Meetings, and Senior Cabinet Meetings, Wylie ISD

- Coordinates professional development activities authorized under Title II, Part A with professional development activities provided through other federal, state, and local programs
- Coordinates activities authorized under Title II, Part A with other related strategies, programs, and activities being conducted in the community

The mission of the Wylie Independent School District's Staff Development Department is to provide quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population. We support this mission by promoting continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. The goal of our professional development program is to raise the levels of student achievement throughout the district.

Wylie Independent School District's professional learning program:

- Establishes district expectations and standards in professional learning for all staff

- Provides quality professional learning opportunities for all staff members relevant to their position and role in the district
- Plans purposeful, professional learning opportunities based on district and individual goals that will maximize student achievement
- Promotes a supportive environment that develops an inner spirit to improve one's craft through continuous learning

To support the District's definition of professional learning, activities will be designed to support the Learning Forward Standards for Professional Learning:

Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Title II Prioritization of Funds

Through DWEIC annual meetings, district leadership Instructional Focus Meetings, Curriculum and Instruction Director Meetings, and Senior Cabinet Meetings, Wylie ISD

- Provides Title II, Part A activities at Title I campuses as part of their Title I program based on the campus needs assessment and campus improvement plan as determined by the campus improvement committee
 - Uses Title II, Part A funds at non-Title I campuses based on the campus needs assessments and campus improvement plan as determined by the campus improvement committee
-

Title II System of Professional Growth

The mission of the Wylie Independent School District's Staff Development Department is to provide quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population. We support this mission by promoting continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. The goal of our professional development program is to raise the levels of student achievement throughout the District.

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- Provides quality professional learning opportunities for all staff members relevant to their position and role in the District
- Plans purposeful, professional learning opportunities based on district and individual goals that will maximize student achievement
- Promotes a supportive environment that develops an inner spirit to improve one's craft through continuous learning

[Wylie ISD Professional Learning Framework](#)

Title I Translation Procedures

Translated Documents:

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Campus Documents translated to Spanish at campus level

- Invitations for parent and family engagement activities
- Agendas and information presented at parent and family engagement activities
- Report Cards
-

Decision to Translate

1. Achieve 21, Birmingham 21, Bush 310, Hartman 101, Groves 44 students list Spanish as their home language

Website Translation: All district webpages can be translated through Google Translate to the following languages: Spanish, Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, and Russian.