Wylie Independent School District

2026-2027 District Improvement Plan

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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

Value Statement

- 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

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 October 2025:

African American 15.8%
Hispanic 21.7%
White 38.15%
American Indian .3%
Asian 18.2%
Pacific Islander .08%
Two or More Races 5.7%

Economically Disadvantaged 27.48%

Limited English Proficient (LEP) 16.24%

Special Education 16.77%

Dyslexia 7.26%

GT 11.7%

The 23-24 TAPR also reports the following teaching staff breakdown by ethnicity, years of experience and degrees obtained:

Teachers by Ethnicity:
African American 12.6%
Hispanic 30.1%
White 53.4%
American Indian .3%
Asian 2.1%
Pacific Islander 0.1%
Two or More Races 1.3%

Teachers by Highest Degree Held:
No Degree 2.5%
Bachelors 71.7%
Masters 24.9%
Doctorate 0.8%

Teachers by Years of Experience:
Beginning Teachers 8.7%
1-5 Years Experience 27.4%
6-10 Years Experience 20.2%
11-20 Years Experience 27.1%

Over 20 Years Experience 16.7%

Number of Students per Teacher 14.7.

Student Learning

Summary

Based on 2025 scores
-Wylie ISD received an A overall rating, with a 92 out of 100 earned.
-Wylie ISD received an A rating in Student Achievement,
-Wylie ISD received a B 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 99%
- 5-year 98.8%
- 6-year 98.8%

-84% qualified for the criteria of CCMR.
-Wylie ISD dropout rate is 0.1%.
-Wylie ISD's dual credit enrollment is 36% of eligible students.

District Processes & Programs

Summary

Wylie ISD is served by an administrative team of a Superintendent, four Assistant Superintendents: Curriculum & Instruction, Human Resources, Student Services, and Finance & Operations, as well as a Chief of Staff and Chief Communications Officer. Each assistants' 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.

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 Educational 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.

Goals

Goal 1 Foster a strong sense of community & ethical values in our students.

Performance Objective 1

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

Evaluation Data Source: Hope scores

Strategy 1

Al students will participate in Respect and Responsibility Wylie Way activities including Wylie Way Day during the 1st nine weeks of school.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Strategy 2

All students will participate in Caring & Giving Wylie Way activities including Unity Day and Relationships during the 2nd nine weeks of school.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Strategy 3

All students will participate in Grit and Preparation Wylie Way activities including Map Your Future Day and College Week during the 3rd nine weeks of school.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Strategy 4

All students will participate in Gratitude & Celebration Wylie Way activities included Day of Happiness, Day of Gratitude, and Day of Celebration during the 4th nine weeks of school.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Performance Objective 2

Grades 5-12 teachers will score above 81% on the student relationships survey

Evaluation Data Source: Relationship Survey scores

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 Reviews

December	March	June

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 Source: Parent Communications, Sign-in sheets

Strategy 1

District will invite 100% of parents to support students as they transition between grade level schools as planned by the campuses.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Performance Objective 4

By the end of the year, according to PEIMS data, student behavior incidents will decrease by 10% from the 24-25 school year.

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

Strategy 1

Self-management and responsible decision-making strategies will be taught to students through relational practices using
relational skills on a weekly basis.

Strategy's Expected Result/Impact: As students develop better self-management and decision-making skills, there should be a noticeable decline in behavioral incidents, leading to a more orderly and conducive classroom environment. Engaging in relational practices regularly can make students feel more connected and valued, leading to higher levels of engagement and participation in class.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

Strategy 2

Conflict resolution strategies will be taught to all students through relational practices. (See Positive Character Trait Curriculum
Standards Addendum)

Strategy's Expected Result/Impact: Beyond the immediate goal of reducing incidents, this strategy will also contribute to long-term improvements in student behavior, as students who learn effective conflict resolution skills are likely to carry those skills forward into future situations.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

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.

Strategy's Expected Result/Impact: The restorative setting of the HOPE program provides a more intensive and supportive environment than typical classroom interventions. This environment is designed to address the root causes of behavioral issues, offering personalized strategies and support that should lead to measurable progress in these students' behavior.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

Strategy 4

All staff members will follow the district's bully prevention procedures and the district's policy on bullying.

Strategy's Expected Result/Impact: By addressing bullying promptly and effectively, the strategy can prevent minor incidents from escalating into more serious behavior problems. This proactive approach is crucial in achieving the 10% reduction in overall behavior incidents.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

Strategy 5

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.

Staff Responsible for Monitoring: Director of Wylie Way & Counseling

Formative Reviews

December	March	June

Performance Objective 5

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

Strategy 1

Student searches on district Chromebooks related to harm towards themselves or others will be reported to the school
administration through Linewize.

Strategy's Expected Result/Impact: The use of Linewize to monitor and report concerning searches will allow the school administration to quickly identify students who may be at risk of harming themselves or others. This timely identification is crucial for intervening early and providing the necessary support.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

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

Formative Reviews

December	March	June

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

Formative Reviews

December	March	June

Performance Objective 6

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

Evaluation Data Source: RDA Report
Discipline Records

Strategy 1

Work with the Student Services Department to provide de-escalation training and a monthly communication; reviewing discipline suggestions for all teachers.

Strategy's Expected Result/Impact: By equipping teachers with de-escalation techniques and providing regular guidance on discipline, the goal is to prevent behaviors that lead to disciplinary removals.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December	March	June

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.

Strategy's Expected Result/Impact: By reviewing discipline reports regularly, the Student Services Departments in Conjunction with Sped Department can identify SPED students who are at risk of receiving ISS or OSS. This allows for the development of targeted interventions tailored to the specific needs of these students, helping to prevent further disciplinary removals.

Staff Responsible for Monitoring: Executive Director of Student Services

Formative Reviews

December **March** **June**

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.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December **March** **June**

Strategy 4

Special education staff will be trained in restraint-free crisis management and trauma-informed care.

Staff Responsible for Monitoring: Executive Director of Special Education

Funding Sources: Title II, , IDEA,

Formative Reviews

December **March** **June**

Goal 2

Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 1

☑ **HB3 Goal**

By June 2029, 79% of third grade students will meet expectations as measured by the STAAR Grade 3 Reading test.

Evaluation Data Source: STAAR Data

Strategy 1

Campuses will hold weekly math PLCs to evaluate student learning and plan instruction.

Staff Responsible for Monitoring: Executive Director of Elementary Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 2

Elementary Learning Specialists will provide provide professional development.

Staff Responsible for Monitoring: Executive Director of Elementary Curriculum

Formative Reviews

December	March	June

Strategy 3

Curriculum Leaders on each elementary campus will provide model RLA 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 Reviews

December	March	June

Strategy 4

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

Funding Sources: Early Education,

Formative Reviews

December	March	June

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

Formative Reviews

December	March	June

Strategy 6

Special Education Staff will be trained to work with students who have dyslexia.

Staff Responsible for Monitoring: Executive Director of Special Education

Funding Sources: IDEA, , Title II,

Formative Reviews

December	March	June

Performance Objective 2

By June 2029, 78% of third grade students will meet expectations as measured by the STAAR Grade 3 Math test.

Evaluation Data Source: STAAR data

Strategy 1

Campuses will hold weekly math PLCs to evaluate student learning and plan instruction.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 2

Elementary learning specialists will provide math professional development for math teachers.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Formative Reviews

December	March	June

Strategy 3

Curriculum Leaders on each elementary campus will provide model math lessons in classrooms and share best practices with other elementary teachers across the district.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 4

Math teachers will use MAP data to identify Tier 2 and 3 students in need of support.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Formative Reviews

December	March	June

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 and Intermediate Curriculum

Formative Reviews

December	March	June

Strategy 6

Curriculum Leaders on each elementary campus will provide model math lessons in classrooms and share best practices with other elementary teachers across the district.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Performance Objective 3

The percentage of students scoring Approaches, Meets and Masters will increase by 1% on math STAAR grades 5-8 and Algebra 1 EOC.

Evaluation Data Source: STAAR / EOC data

Strategy 1

Teachers will participate in weekly Math PLCs to evaluate student progress and plan instruction.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 2

Math learning specialists will provide math professional development to classroom teachers.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Strategy 3

Curriculum Leaders will provide model math lessons in classrooms and share best practices with other elementary teachers across the district.

Staff Responsible for Monitoring: Executive Director of Elementary and Intermediate Curriculum, Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 4

Building Thinking Classrooms professional development will be provided to math teachers.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December **March** **June**

Performance Objective 4

The percentage of students scoring Approaches, Meets and Masters will increase by 1% on RLA STAAR grades 5-8 and English 1 EOC.

Evaluation Data Source: STAAR / EOC data

Strategy 1

Teachers will participate in weekly RLA PLCs to evaluate student progress and plan instruction.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December **March** **June**

Strategy 2

RLA learning specialists will provide RLA professional development to classroom teachers.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December **March** **June**

Strategy 3

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: Title II,

Formative Reviews

December **March** **June**

Strategy 4

Curriculum Leaders will provide model math lessons in classrooms and share best practices with other elementary teachers across the district.

Strategy's Expected Result/Impact: Executive Director of Elementary and Intermediate Curriculum, Executive Director of Secondary Curriculum

Funding Sources: Title II,

Formative Reviews

December **March** **June**

Strategy 5

Special Education Staff will be trained to work with students who have dyslexia.

Staff Responsible for Monitoring: Executive Director of Special Education

Funding Sources: Title II, , IDEA,

Formative Reviews

December **March** **June**

Performance Objective 5

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

Evaluation Data Source: MAP data, State Assessment Data

Strategy 1

Campus RtI committees will use universal screener data to identify students at risk of academic failure and 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 Reviews

December	March	June

Strategy 2

Special services department will provide training on identifying at-risk students to all new hires.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 3

Campuses will provide specific interventions for students in MTSS and progress monitor student growth in the area of need.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 4

100% of kindergarten-8th grade core subject teachers will be trained in using NWEA MAP growth reports and growth continuum reports to plan instruction.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Performance Objective 6

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 Source: TEHCY budget

Strategy 1

Provide professional development for counselors and staff regarding the needs of the McKinney-Vento Act students

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

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 Reviews

December	March	June

Strategy 3

Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, transportation and other items specific to grant guidance to meet the needs of students experiencing homelessness.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: TEHCY, , Title I,

Formative Reviews

December	March	June

Performance Objective 7

The percentage of Emergent Bilingual students scoring Approaches, Meets and Masters will be within 7% of their general education cohorts on RLA STAAR or English I EOC.

Evaluation Data Source: STAAR / EOC data

Strategy 1

Bilingual learning specialists will provide provide professional development for dual language teachers.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title III - LEP, , State BEA ,

Formative Reviews

December	March	June

Strategy 2

Students will receive small group instruction from a certified teacher with the support of a bilingual/ESL paraprofessional. Highly qualified paraprofessionals will work under the guidance of bilingual and ESL certified teachers to meet the needs of EB students.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title IV, , Title III - LEP,

Formative Reviews

December	March	June

Strategy 3

Dual Language teachers will attend annual dual language professional development.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title II, , Title III - LEP,

Formative Reviews

December	March	June

Strategy 4

10% of parents of EB students will attend at least one parent or family engagement activity

specific to EB students.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title III - LEP,

Formative Reviews

December	March	June

Strategy 5

10% of families of EB students will attend at least one parent or family engagement activity specific to EB students.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Performance Objective 8

The percentage of Title I students scoring Approaches, Meets and Masters will be within 7% of their general education cohorts on RLA STAAR.

Evaluation Data Source: STAAR data

Strategy 1

Students served by Title I Facilitators will meet their expected RIT growth.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: 5 Title I,

Formative Reviews

December	March	June

Strategy 2

Title I students will receive small group instruction from a certified teacher with the support of a Title I paraprofessional. Highly qualified paraprofessionals will work under the guidance of Title I

Facilitators to meet the needs of Title I students.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title I,

Formative Reviews

December	March	June

Performance Objective 9

100% of campuses will meet Progress in Achieving EL Proficiency in the Closing the Gaps Domain.

Evaluation Data Source: TELPAS data

Strategy 1

Kindergarten-4th grade teachers will implement biliteracy in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title IV, , Title III - LEP, , Title III-A Immigrant,

Formative Reviews

December	March	June

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 Reviews

December	March	June

Strategy 3

ESL teachers will meet monthly for PLCs facilitated by lead ESL teacher.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 4

ESL teachers will provide support and share best practices with classroom teachers who have EB students in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 5

ESL teachers and classroom teachers will implement The Fundamental Five in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title II,

Formative Reviews

December	March	June

Strategy 6

ESL teachers will implement Lexia English lessons in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title III-A Immigrant,

Formative Reviews

December **March** **June**

Strategy 7

Under the guidance of ESL certified teachers, paraprofessionals will support language development through small group instruction with EB students.

Funding Sources: Title III - LEP, , Title IV, , Title III-A Immigrant,

Formative Reviews

December **March** **June**

Strategy 8

Select EB students will attend TELPAS preparation classes.

Staff Responsible for Monitoring: Director of Special Services

Funding Sources: Title IV,

Formative Reviews

December **March** **June**

Performance Objective 10

100% of non-EB students enrolled in dual language will make one year's growth on Spanish MAP Reading.

Evaluation Data Source: MAP data

Strategy 1

Kindergarten-4th grade teachers will implement biliteracy in their classrooms.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December **March** **June**

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 Reviews

December	March	June

Performance Objective 11

At least 75 community members will participate in community engagement and outreach services.

Evaluation Data Source: Sign-in sheets

Strategy 1

Offer adult ESL and GED classes in attendance zones for both high school feeder patterns. through a partnership with Collin College.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Performance Objective 12

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

Evaluation Data Source: Parent communication, sign in sheets

Strategy 1

PreK students will be invited to kindergarten round up activities.

Staff Responsible for Monitoring: Director of Special Services

Formative Reviews

December	March	June

Strategy 2

Elementary staff at a student's home campus will be invited to staffing and ARDs for students in early childhood programs.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Strategy 3

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 Reviews

December	March	June

Performance Objective 13

Increase the number of students in Early Childhood Special Education Programs receiving services in the general education setting by at least 5 more students than the previous year.

Evaluation Data Source: Class rosters, RDA reports

Strategy 1 ☑ Results Driven Accountability

Therapists will meet with general education teachers to find ways to integrate therapy with curriculum and lessons taught in the classroom.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Strategy 2

Review data collections 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.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Performance Objective 14

The percentage of students in special education scoring Approaches, Meets and Masters will increase by 1% on STAAR and STAAR-ALT in all tested subjects and grade levels.

Evaluation Data Source: STAAR and STAAR-Alt data

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.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Strategy 2

Teachers will meet with learning specialists to analyze data to ensure critical skill deficits are addressed in student's IEPs.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Performance Objective 15

Maintain the special education graduation rate of at least 90% as reflected in the Closing the Achievement Gap Domain.

Evaluation Data Source: Graduation rate

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.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Strategy 2

Teachers will meet with learning specialists to analyze data to ensure critical skill deficits are addressed in student's IEPs.

Staff Responsible for Monitoring: Executive Director of Special Education

Formative Reviews

December	March	June

Goal 3 Encourage involvement in extracurricular activities to enhance character development and academic success

Performance Objective 1

Increase by 5% annually the number of students who participate and number of students who make the all-region bands and choirs in grades 7-12

Evaluation Data Source: All-Region rosters

Strategy 1

Provide increased amount of music instruction in group and individual settings.

Staff Responsible for Monitoring: Executive Director of Fine Arts

Formative Reviews

December	March	June

Performance Objective 2

100% of student-athletes will exhibit high behavioral standards and good sportsmanship.

Evaluation Data Source: Discipline referrals for student-athletes

Strategy 1

Student-athletes will be held accountable for their behaviors through the WISD Extracurricular Code of Conduct.

Staff Responsible for Monitoring: Executive Director of Athletics

Formative Reviews

December	March	June

Performance Objective 3

Develop and implement sport-specific philosophies and programs at all levels in all sports that promote

success.

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

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.

Strategy's Expected Result/Impact: Increase in alignment between our JH and HS athletic programs

Staff Responsible for Monitoring: Executive Director of Athletics

Formative Reviews

December	March	June

Performance Objective 4

Develop student-athletes who demonstrate success off the fields and courts by participating in community and school-based activities and achieving academic recognition in the classroom.

Evaluation Data Source: # of students participating in community and school-based activities, # of Academic All-District and Academic All-State student-athletes

Strategy 1

Implement student-athlete character building programs on each junior high and high school campus

Strategy's Expected Result/Impact: Improve student-athletes' community and school-based volunteerism

Staff Responsible for Monitoring: Executive Director of Athletics

Formative Reviews

December	March	June

Strategy 2

Recognize and celebrate those student-athletes who achieve Academic All-State in the classroom.

Staff Responsible for Monitoring: Executive Director of Athletics

Formative Reviews

December	March	June

Goal 4 Attract, retain, develop, and value a quality staff.

Performance Objective 1

Retain at least 90% of teachers either in their current classroom role or within another district position.

Evaluation Data Source: Personnel data, PCF's

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 Reviews

December	March	June

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 Reviews

December	March	June

Strategy 3

Provide staff wide professional development at the beginning of the year regarding leadership, communication, climate and culture, motivation, and engagement.

Staff Responsible for Monitoring: Director of Professional Development

Funding Sources: Title II,

Formative Reviews

December	March	June

Performance Objective 2

Retain or promote at least 90% of campus leaders.

Evaluation Data Source: Personnel data, PCF's

Strategy 1

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 will continue 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 Reviews

December	March	June

Strategy 2

Conduct new administrator training in conjunction with monthly staff meetings.

Strategy's Expected Result/Impact: Campus administrators new to Wylie ISD will learn the systems and procedures for effective campus management. They will hear from various district leaders from different departments so that 2-way communication regarding expectations can happen.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources

Formative Reviews

December	March	June

Performance Objective 3

Hire at least 50% of new campus administrators from within the district.

Evaluation Data Source: Personnel data, PCF's

Strategy 1

Conduct district leadership skill training for potential future campus leaders ("Leading the Wylie Way") 6 times throughout the year. Solicit participants from current campus leaders.

Staff Responsible for Monitoring: Director of Recruitment & Retention

Formative Reviews

December	March	June

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 Reviews

December	March	June

Performance Objective 4

Show appreciation for teachers at 100% of campuses during teacher appreciation week and throughout the entire year.

Evaluation Data Source: Scheduled teacher appreciation events
PTA meeting agendas

Strategy 1

Campus leadership will coordinate with campus PTA to provide teacher appreciation activities.

Staff Responsible for Monitoring: Director of Recruitment & Retention

Formative Reviews

December	March	June

Performance Objective 5

100% of teachers providing ESL services to EL students will be ESL certified.

Evaluation Data Source: Teacher roster and certifications

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 Reviews

December	March	June

Performance Objective 6

Develop staff members through district-sponsored higher education pathways and support for aspiring teachers seeking certification.

Evaluation Data Source: Enrollment in and completion of continuing education programs; tracking completion of alternative certification processes for paraprofessionals and long-term substitutes who become teachers.

Strategy 1

Develop continuing education partnerships with local colleges and universities.

Staff Responsible for Monitoring: Assistant Superintendent for HR

Formative Reviews

December	March	June

Strategy 2

Share opportunities for continuing education with all employees through the superintendent brief.

Strategy's Expected Result/Impact: Employee enrollment in higher education opportunities.

Staff Responsible for Monitoring: Assistant Superintendent for HR

Formative Reviews

December	March	June

Strategy 3

Meet regularly with uncertified staff serving in classroom teacher role so that these employees are supported and encouraged along their pathway to certification.

Strategy's Expected Result/Impact: Higher percentage of classes served by certified teachers.

Staff Responsible for Monitoring: Executive Director for HR

Formative Reviews

December	March	June

Goal 5 Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

Performance Objective 1

Plan campus attendance zoning based on accurate data, equitable priorities, and efficient use of district resources.

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 Reviews

December	March	June

Strategy 2

Meet monthly with demographers to analyze current and potential growth, planning for any potential rezoning.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources

Formative Reviews

December	March	June

Performance Objective 2 ☑ High Priority

Continue to implement and execute the Achieving Zero Deficit Initiative (AZDI) to minimize the 2026-27 deficit.

Evaluation Data Source: The 2026-27 General Fund adopted budget.

Strategy 1

Evaluate staffing and consolidation options.

Strategy's Expected Result/Impact: Identify possible staffing efficiencies to reduce personnel cost.

Staff Responsible for Monitoring: Human Resource and Finance Departments

Formative Reviews

December	March	June

Strategy 2

Evaluate campus and department non-payroll budgets.

Strategy's Expected Result/Impact: Eliminate possible expenditures that will have a minimal impact on student achievement.

Staff Responsible for Monitoring: Finance Department

Formative Reviews

December	March	June

Strategy 3

Evaluate strategies to maximize revenue.

Strategy's Expected Result/Impact: Increase general fund revenue.

Staff Responsible for Monitoring: Senior Leadership

Formative Reviews

December	March	June

Goal 6

Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1

Wylie ISD will score an 93% / "A" rating for the CCMR domain of the A-F accountability system as reported on TAPR.

Evaluation Data Source: CCMR Data on TAPR, OnData Suites Report

Strategy 1

All grades 9-11 students will participate in the PSAT administration

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

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 Reviews

December	March	June

Strategy 3

High school campuses will conference with all seniors in need of a CCMR indicator to develop a plan to earn indicator prior to graduation.

Strategy's Expected Result/Impact: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Performance Objective 2

2500 students will successfully earn CTE certifications.

Evaluation Data Source: Student Certification data

Strategy 1

Meet 100% of CTE course objectives

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December	March	June

Strategy 2

60% of students will successfully complete a CTE Programs of Study.

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December	March	June

Strategy 3

Career Technical student organizations will be offered for all CTE students.

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December **March** **June**

Strategy 4

100% of CTE teachers will participate in CTE PLCs.

Staff Responsible for Monitoring: Director of CTE

Funding Sources: Title II,

Formative Reviews

December **March** **June**

Performance Objective 3

Additional dual credit courses will be added and the percentage of students enrolled in CTE dual credit will increase by at least 10%.

Evaluation Data Source: dual credit class enrollment and completion rates

Strategy 1

CTE instructors hired under the District of Innovation Plan will complete coursework through TEA or district new teacher training.

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December **March** **June**

Performance Objective 4

Each high school will have a 0% drop out rate.

Evaluation Data Source: Drop out rate / graduation rate

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 Reviews

December	March	June

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 Reviews

December	March	June

Strategy 3

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 Reviews

December	March	June

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.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Strategy 5

Both high schools will host a family college night to increase awareness and understanding of college admissions.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Goal 7 Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1

Facilities will meet and exceed state standards set out in Texas Administrative Code (TEC) Title 19 SS61.103 School Safety Requirements

Evaluation Data Source: 100% compliance report from the TEA District Vulnerability Assessment (DVA)

Strategy 1

The repair and maintenance of all exterior doors will be a priority of the facilities department

Strategy's Expected Result/Impact: Building exterior doors will be locked and closed at all times

Staff Responsible for Monitoring: Chief Operations Officer

Formative Reviews

December	March	June

Strategy 2

Silent panic alert systems will be tested and monitored for operational readiness.

Strategy's Expected Result/Impact: An alert system that is reliable and accessible in the event of an emergency

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

December	March	June

Performance Objective 2 ☑ High Priority

Security policy and procedures, including the district Emergency Operations Plan (EOP), will continuously be evaluated and updated to maintain the highest level of security preparedness.

Evaluation Data Source: Texas School Safety Center yearly EOP evaluation and District Vulnerability

Assessment results.

Strategy 1

The district Safety and Security Committee will evaluate EOPs for effectiveness and accuracy

Strategy's Expected Result/Impact: Up to date policy and procedures manual

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

December	March	June

Performance Objective 3

Staff and students will be trained and proficient at Standard Response Protocols (SRP)

Evaluation Data Source: All drills are completed and evaluated for compliance, timeliness and effectiveness.

Strategy 1

Engaging and up to date training materials

Strategy's Expected Result/Impact: Clear understanding of what to do and the proper action is taken when SRP is activated

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

December	March	June

Performance Objective 4

Law enforcement and security staff levels will meet and exceed minimum number of personnel in order to maintain safe campuses.

Evaluation Data Source: The campus police/security positions are fully staffed.

Strategy 1

Continually evaluate the SRO staffing level and make recommendations to the district cities for adjustments to staffing

Strategy's Expected Result/Impact: Adequate law enforcement presence on all campuses in order to investigate and deter criminal offenses

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

December	March	June

Performance Objective 5 ☑ High Priority

Security technologies such as cameras, alert systems and detection devices will be implemented to enhance the security of all campuses

Evaluation Data Source: The camera system has been upgraded along with access control. 5 portable weapons detections systems have been purchased and used for event security

Strategy 1

Implement new technologies or the removing of outdated or ineffective technologies based on the technologies effectiveness to enhance campus security

Strategy's Expected Result/Impact: District security technologies will aid in the detection and deterrence of school discipline or criminal behavior

Staff Responsible for Monitoring: Director of Safety and Security and Chief Information Officer

Formative Reviews

December	March	June

Goal 8 Celebrate our excellence.

Performance Objective 1

District Administration will recognize excellent academic performance for all campuses receiving distinctions.

Strategy 1

Campuses receiving distinctions will be recognized at school board meeting.

Staff Responsible for Monitoring: Executive Director of Secondary Curriculum

Formative Reviews

December	March	June

Performance Objective 2

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

Evaluation Data Source: campus lesson plans, campus social media

Strategy 1

Day of Celebration Senior Walk

Staff Responsible for Monitoring: Director of Wylie Way and Counseling

Formative Reviews

December	March	June

Strategy 2

All students will participate in Day of Gratitude

Staff Responsible for Monitoring: Director of Wylie Way and Counseling

Formative Reviews

December	March	June

Performance Objective 3

All campuses will recognize excellent employees through Teacher of the Year and Paraprofessional of the Year award nominations and selections.

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

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 Reviews

December	March	June

Strategy 2

Wylie ISD will nominate an elementary and secondary teacher for Region 10 Teacher of the Year.

Staff Responsible for Monitoring: Director of Recruitment and Retention

Formative Reviews

December	March	June

Strategy 3

Campus winners for Teacher of the Year and Paraprofessional of the Year will be celebrated the the Wylie Way awards.

Staff Responsible for Monitoring: Director of Recruitment & Retention

Formative Reviews

December	March	June

Performance Objective 4

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

Strategy 1

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.

Staff Responsible for Monitoring: Chief Communications Officer

Formative Reviews

December	March	June

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Wylie Independent School District implements a well-rounded program of instruction aligned to the Texas Essential Knowledge and Skills (TEKS) to meet the academic needs of all students. The district provides high-quality core instruction across content areas, supplemented by enrichment opportunities that support the whole child. Instructional materials, pacing, and assessments are developed by the Curriculum and Instruction Department, including grade-level and content-specific learning specialists, and are consistently implemented across campuses to ensure coherence, rigor, and equitable access.

The district conducts an annual Comprehensive Needs Assessment (CNA) using multiple data sources, including MAP, STAAR, program outcomes, and stakeholder input. Results are used to identify gaps, prioritize needs, and allocate resources. Findings are documented and directly inform district and campus improvement plans, ensuring alignment between needs, strategies, and funded activities.

Wylie ISD implements schoolwide reform strategies grounded in research and focused on improving outcomes for all students, particularly those at risk of not meeting state standards. Evidence of implementation includes job-embedded professional development, collaborative planning (PLCs), and data-driven instruction. Prior to the school year, the district conducts a “Data Day” where teams analyze student data and develop intervention plans at the campus, grade, and student levels, allowing supports to begin at the start of the school year. Ongoing data review, progress monitoring, and administrative oversight ensure implementation fidelity and effectiveness.

Students at risk of academic failure are identified through multiple data points, including universal screeners and state and local assessments. Through the Multi-Tiered System of Supports (MTSS), students receive timely, targeted interventions, with documentation of identification, intervention plans, and progress monitoring regularly reviewed to guide instructional adjustments.

Additional support is provided through evidence-based interventions such as small group instruction, tutoring, and individualized plans. Examples include multi-sensory literacy programs (e.g., Really Great Reading, Take Flight), digital platforms (e.g., Lexia, Lexia English, Progress Learning), and Edgenuity at the secondary level. These supports are designed to accelerate learning and close achievement gaps.

Instructional practices across the district include differentiated instruction, scaffolded supports, and personalized learning. Teachers are supported through professional learning and instructional coaching to ensure effective implementation. Evidence of impact includes student performance data, progress monitoring results, and instructional adjustments based on student need.

Goal 2, All Performance Objectives and Strategies

1.2 Identifying students who may be at risk for academic failure;

Wylie Independent School District identifies and monitors students who may be at risk for academic failure through campus PLC and MTSS teams. Campus and grade level teams meet weekly in PLCs to review data and determine which students may be at risk for academic failure. Students who are identified are referred to the MTSS team for strategic interventions.

Goal 2, Performance Objective 5

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Wylie Independent School District provides additional educational assistance to students identified as needing support through small group instruction, targeted intervention periods, tutoring, and supplemental programs funded by Title I and State Compensatory Education.

Goal 2, Performance Objective 5

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Goal 2, All Performance Objectives and Strategies

Descriptor 2: Teacher Quality

We ensure equitable access to high-quality instruction for low-income students by strategically placing experienced and certified teachers in high-need areas. Wylie ISD actively monitors teacher assignments to prevent minority students from being taught disproportionately by inexperienced or out-of-field teachers, ensuring diversity and competence in teaching staff.

Specific steps to ensure low-income and minority students are taught by effective and experienced teachers who are appropriately certified include

1. Review campus TAPR reports to identify disparities between students and staff and between campuses

2. Review student data at the campus and teacher level to ensure all campuses have high performing teachers placed with low-income or minority students

3. Human Resources focuses on recruitment at job fairs for underrepresented populations

4. Certification reimbursement for teachers who do not yet have appropriate certifications (special education, ESL, GT)

Goal 4, Performance Objectives 1, 2, 5 and 6

Descriptor 3: School Improvement and Support Activities

All campuses received "A" accountability rating. No schools fall under school improvement.

Descriptor 4: Measure of Poverty

Title I, Part A – Poverty Criteria and Allocation Procedures

Wylie Independent School District determines campus poverty levels using multiple data sources, including Free and Reduced-Price Lunch eligibility, Direct Certification, and Economically Disadvantaged status as reported through PEIMS. These measures are used collectively to ensure an accurate and comprehensive identification of student need.

Campuses are ranked annually in descending order based on the percentage of economically disadvantaged students. The district serves campuses in rank order, beginning with those with the highest poverty percentages, in accordance with Section 1113 requirements.

Title I, Part A funds are allocated to eligible campuses using the SC5000 report to ensure a consistent and equitable distribution of funds. Allocations are based on campus poverty percentages and student counts, allowing the district to prioritize resources and provide additional support to campuses with the greatest need. All campuses are served campus wide.

Descriptor 5: Nature of Programs

There are no programs for neglected and delinquent children within Wylie ISD attendance zones.

Descriptor 6: Services to Homeless Children and Youth

Title I, Part A Homeless Reservation worksheets, ESSA Addendum

Goal 2, Performance Objective 6, Strategy 3

Descriptor 7: Parent and Family Engagement Strategy

District Wide Parental Engagement Policy

Descriptor 8: Early Childhood Education Programs and Transition Plans

Goal 2, Performance Objective 12, Strategies 1,3 and 3

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

All Title I campuses in Wylie ISD are School-Wide.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Middle grades to high school:

We implement orientation programs and provide academic counseling to facilitate smooth transitions from middle to high school, emphasizing student preparedness.

High school to postsecondary education:

Wylie ISD partners with local colleges and employers to provide career counseling, dual credit opportunities, and early college programs that prepare students for life after graduation.

Academic and career and technical education content:

We integrate academic learning with career and technical education through coordinated instructional strategies, including project-based learning and real-world applications.

Goal 5, Performance Objective 2, Strategies 1-4

Work-based learning opportunities:

Students participate in internships, apprenticeships, and job shadowing experiences that offer hands-on learning and direct interaction with industry professionals.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Goal 6, Performance Objective 3, Strategy 1

Goal 5, Performance Objective 1, Strategy 1, 2, and 3

Descriptor 11: Discipline Disproportionality

Goal 1, Performance Objective 4, Strategies 1, 2, and 3

Goal 1, Performance Objective 6, Strategies 1, 2 and 3

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Goal 5, Performance Objective 2, Strategies 1-4

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Goal 5, Performance Objective 2, Strategies 1-4

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

ESSA Addendum

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

ESSA Addendum

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

State CTE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,291,367.00
				+/- Difference	**$11,291,367.00**

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,899,654.00
				+/- Difference	**$7,899,654.00**

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3		--	$0.00
2	8	1	5	--	$0.00
2	8	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,246,390.00
				+/- Difference	**$1,246,390.00**

Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4		--	$0.00
2	1	1		--	$0.00
2	1	3		--	$0.00
2	1	6		--	$0.00
2	2	1		--	$0.00
2	2	3		--	$0.00
2	2	6		--	$0.00
2	3	1		--	$0.00
2	3	3		--	$0.00
2	3	4		--	$0.00
2	4	1		--	$0.00
2	4	3		--	$0.00
2	4	4		--	$0.00
2	4	5		--	$0.00
2	7	3		--	$0.00
2	9	2		--	$0.00
2	9	3		--	$0.00
2	9	5		--	$0.00
2	10	2		--	$0.00
4	1	3		--	$0.00
6	2	4		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$340,922.00
				+/- Difference	**$340,922.00**

Title III - LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1		--	$0.00
2	7	2		--	$0.00
2	7	3		--	$0.00
2	7	4		--	$0.00
2	9	1		--	$0.00
2	9	2		--	$0.00
2	9	7		--	$0.00
2	10	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$296,252.00
				+/- Difference	**$296,252.00**

Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	7	2		--	$0.00
2	9	1		--	$0.00
2	9	7		--	$0.00
2	9	8		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$89,828.00
				+/- Difference	**$89,828.00**

Title III-A Immigrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	9	1		--	$0.00
2	9	6		--	$0.00
2	9	7		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$79,006.00
				+/- Difference	**$79,006.00**

TEHCY

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,500.00
				+/- Difference	**$7,500.00**

Perkins Career & Technical

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$114,157.00
				+/- Difference	**$114,157.00**

IDEA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4		--	$0.00
2	1	6		--	$0.00
2	4	5		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,907,924.00
				+/- Difference	**$2,907,924.00**

IDEA Preschool

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,400.00
				+/- Difference	**$2,400.00**

Early Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,895,581.00
				+/- Difference	**$1,895,581.00**

TCLAS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State BEA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,840,369.00
				+/- Difference	**$1,840,369.00**

Dyslexia State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,096,948.00
				+/- Difference	**$1,096,948.00**

State GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$399,607.00
				+/- Difference	**$399,607.00**

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

Birmingham 37, Cox 135, Hartman 50, Groves 192, Dodd 75 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: