

Wylie Independent School District

District Improvement Plan

2021-2022



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 18,200 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 one 6A and one 5A high school, 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 September 18, 2021:

African American 15.19%

Hispanic 23.48%

White 43.58%

American Indian .26%

Asian 12.15%

Pacific Islander .11%

Two or More Races 5.22%

Economically Disadvantaged 19.08%

Limited English Proficient (LEP) 12.31%

Special Education 12.33%

Dyslexia 5.97%

GT 11.41%

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

Teachers by Ethnicity:

African American 4%

Hispanic 9%

White 83.7%

American Indian .6%

Asian 1.5%

Pacific Islander 0.1%

Two or More Races 1.1%

Teachers by Highest Degree Held:

No Degree .5%

Bachelors 69.7%%

Masters 29.2%

Doctorate 0.6%

Teachers by Years of Experience:

Beginning Teachers 4%

1-5 Years Experience 25.3%

6-10 Years Experience 21.2%

11-20 Years Experience 34.6%

Over 20 Years Experience 15%

Number of Students per Teacher 15.9.

Demographics Strengths

Wylie ISD's population, while fast growing, is reflective of national demographic trends. 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 was able to increase the diversity in teaching and administration staff for the 21-22 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of our teachers does not match our student demographics in terms of ethnicity. **Root Cause:** There are fewer minority teacher applicants in Wylie ISD.

Student Learning

Student Learning Summary

Based on 18-19 scores:

- Wylie ISD received an A overall rating, with a 93 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
- Wylie ISD maintained or improved STAAR scores in math, reading, science, social studies in approaches, meets, and masters.

No new data was taken for accountability due to COVID 19 closure and assessment cancelation for the 19-20 school year.

No accountability ratings were given due to the pandemic during the 20-21 school year.

Student Learning Strengths

18-19:

17 out of 19 eligible campuses received one or more distinction.

STAAR Performance Score = 94 Approaches = 91%, Meets = 71%, Masters = 40%

Secondary Readiness Wylie ISD 58% compared with state 54%

.4% Drop out rate with 97.8% of students graduating in four years

19-20:

Wylie ISD was able to pivot in the spring of 2020 in order to continue learning for students during pandemic closure. Moving into the 20-21 school year, adjustments were made to ensure that the rigor of remote learning matched that of on campus learners.

20-21:

Wylie ISD was able to have a participation rate of 93% of students. There were several areas in which we were able to maintain high performance or even see increases. Though accountability ratings were not released, we were able to compare scores to our neighboring districts and the state. Wylie ISD continues to outperform the region and state in almost every area.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading capabilities of students continues to be a concern of the district. While the district's state tested students exhibit an average growth of 2.5% this year at the Met Score level moving from 63% to 66% we want a minimum of 70% of our students to reach met standard within the next five years. **Root Cause:** Our reading interventions in elementary have not been as systematic as they could be, and there is no systematic intervention at the high school level to meet the needs of students who are not successful on English STAAR.

Problem Statement 2 (Prioritized): Percentage of early childhood students ages 3-5 served in general education program falls below expectation by 12.9% with not enough inclusion time in general education. **Root Cause:** Programs available for students to receive special education services in the general education environment are limited in the district.

Problem Statement 3: Students in the dual language program are performing 5-10% below their non-bilingual peers. **Root Cause:** The Gomez and Gomez model of dual language is no longer best practice. We need consistency in teaching for biliteracy.

Problem Statement 4: Students in the dual language program are not proficient in both English and Spanish when completing the dual language program. **Root Cause:** The Gomez and Gomez model of dual language is no longer best practice. We need consistency in teaching for biliteracy.

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 assistant's 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?

District Processes & Programs Strengths

Technology availability continues to be a strength for the district as one to one technology for all students in grades 5 through 12. A Chromebook and Ipad initiative at the elementary provides equity across the 11 campuses. Camera and microphone systems were purchased and are being installed in the fall of 2020 to ensure that teachers have the tools needed in order to provide remote or simultaneous instruction. In the fall of 2021, once the 87th Legislature approved funding for public school-run virtual learning, Wylie ISD was able to offer a virtual program to students in grades K-6.

To address the academic loss due to the pandemic, we have added math interventionists to the elementary campuses, as well as academic interventionists at the intermediate and junior high campuses. We have also increased social emotional learning by adding counselors at our more populated campuses that had a need. Federal stimulus money was used to help provide remote conferencing for students to continue their learning while in isolation or quarantine.

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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: PLCs and addressing the four critical questions of learning are not consistently practiced at every campus in the district. **Root Cause:** Some district level leaders and campus principals are more experienced than others at creating an environment of continuous professional learning and holding staff accountable for student learning.

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

Problem Statement 1: Reading capabilities of students continues to be a concern of the district. While the district's state tested students exhibit an average growth of 2.5% this year at the Met Score level moving from 63% to 66% we want a minimum of 70% of our students to reach met standard within the next five years.

Root Cause 1: Our reading interventions in elementary have not been as systematic as they could be, and there is no systematic intervention at the high school level to meet the needs of students who are not successful on English STAAR.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Percentage of early childhood students ages 3-5 served in general education program falls below expectation by 12.9% with not enough inclusion time in general education.

Root Cause 2: Programs available for students to receive special education services in the general education environment are limited in the district.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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

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




- 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 Day of Competition Rising Up & Living Above the Line Unity Day Staff Responsible for Monitoring: Principals Director of Wylie Way & Counseling Services Director of Diversity & Inclusion Director of Student Services	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Caring and Giving, Relationships Day Staff Responsible for Monitoring: Principals Director of Wylie Way & Counseling Services	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Grit and Preparation Mapping Your Future Day Staff Responsible for Monitoring: Principals Director of Wylie Way & Counseling Services	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: Principals Director of Wylie Way & Counseling Services	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Goal 1: Instill community and ethical values in our students

Performance Objective 4: Teachers in transition grades will see a 40% increase by the end of the year in their capacity to teach social emotional learning and to utilize restorative practices in their classrooms.










Evaluation Data Sources: Panorama Survey Self-Reflection (Oct & May)

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly staff challenges for personal wellness sent out through Superintendent's Brief and employee email. Staff Responsible for Monitoring: Director of Student Services	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Development on goal setting, character development, and social emotional learning. Staff Responsible for Monitoring: Director of Wylie Way & Counseling Services	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 5: The district will implement a comprehensive school counseling program under Section 33.005



Evaluation Data Sources: Agendas from meetings, school counseling program evaluation






Strategy 1 Details	Formative Reviews		
Strategy 1: Training on the comprehensive school counseling program will be provided to administrators and counselors. Staff Responsible for Monitoring: Director of Wylie Way & Counseling Services Counseling Services Coordinator	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Adopt The Texas Model for Comprehensive School Counseling. Staff Responsible for Monitoring: Director of Wylie Way & Counseling Services Counseling Services Coordinator	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Continuing education is provided for principals so that at least 25 % of the training required every five years include instruction regarding effective implementation of a comprehensive school counseling program. Staff Responsible for Monitoring: Director of Wylie Way & Counseling Services Counseling Services Coordinator	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 6: By the end of the year, according to PEIMS data, student behavior incidents will decrease by 10% from the 20-21 school year.

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











Strategy 1 Details	Formative Reviews		
Strategy 1: Self-management and responsible decision-making strategies will be taught to students through SEL and Restorative discipline. (See Student Code of Conduct and SEL Standards Addendum) Staff Responsible for Monitoring: Director of Student Services	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conflict resolution strategies will be taught to all students through restorative discipline. (See SEL Standards Addendum) Staff Responsible for Monitoring: Director of Student Services	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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. Staff Responsible for Monitoring: Director of Student Services; Director of Counseling	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
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. Staff Responsible for Monitoring: Director of Student Services	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: All staff members will complete compliance courses related to dating violence prevention, sexual abuse prevention, and sex trafficking prevention. Staff Responsible for Monitoring: Director of Student Services	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: Director of Student Services	Formative		
	Dec	Mar	June
	 0%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Instill community and ethical values in our students

Performance Objective 7: Wylie ISD will provide Responsive Services to 100% of student outcries, in a professional, ethical, and caring manner.








Evaluation Data Sources: Student Outcry log, counseling logs, discipline logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Student searches on district Chromebooks related to harm towards themselves or others will be reported to school administration through Go Guardian. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
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 Student Services; Director of Counseling Services	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors at each campus will provide training to all staff members on suicide prevention. Staff Responsible for Monitoring: Executive Director of Wylie Way and Counseling	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 8: 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		
Strategy 1: Work with the Student Services Department to provide de-escalation training and a monthly newsletter for paraprofessionals; reviewing discipline options for students in special education. Strategy's Expected Result/Impact: Reduce the number of students receiving ISS and therefore reducing the overall SPED total disciplinary removals. Staff Responsible for Monitoring: Executive Director of Special Education Executive Director of Student Services Results Driven Accountability	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education and 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 in Special Education with options other than ISS. Strategy's Expected Result/Impact: Reduce the number of students receiving ISS and therefore reducing the overall Sped total disciplinary removals. Staff Responsible for Monitoring: Executive Director of Special Education Executive Director of Student Services Results Driven Accountability	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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 Executive Director of Student Services	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Instill community and ethical values in our students

Performance Objective 9: We will hold five (5) Diversity & Inclusion strategic stakeholder meetings to determine strengths, weaknesses, and opportunities in our school community.






Evaluation Data Sources: Surveys
Discussions

Strategy 1 Details	Formative Reviews		
Strategy 1: We will work with our school community to create strategic groups based on the Pillars determined during the 2020-21 school year. Strategy's Expected Result/Impact: We will gather comprehensive information and data from school community stakeholders to identify and address Diversity & Inclusion needs. Staff Responsible for Monitoring: Director of Diversity & Inclusion	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We wil work with our interested teachers, including Diversity & Inclusion Liaisons, to create teams to address issues surrounding D & I in our school community at the campus and district level. Strategy's Expected Result/Impact: D&I teams and district educators will develop a rapport with the Director in order to identify and address D&I needs. Staff Responsible for Monitoring: Director of Diversity & Inclusion	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Instill community and ethical values in our students

Performance Objective 10: Wylie ISD will not allow 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		Formative		
		Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 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 Elementary Curriculum Title I Schoolwide Elements: 2.4, 2.6	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Literacy Curriculum Leaders on each elementary campus will provide model classrooms and share best practices with other elementary teachers across the district. Staff Responsible for Monitoring: Executive Director Elementary Curriculum Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Reading intervention teachers will identify struggling readers on each campus and will provide specific intervention for each struggling student. 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	Formative		
	Dec	Mar	June
			
<div>  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 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


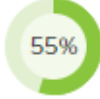

Strategy 1 Details	Formative Reviews		
Strategy 1: Students qualifying as dyslexic will be served by certified staff in small pull out classes to increase reading success. Staff Responsible for Monitoring: Special Programs Director Title I Schoolwide Elements: 2.5, 2.6	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide bilingual learning specialist to work with 3rd and 4th grade dual language teachers. Staff Responsible for Monitoring: Director Special Services Title I Schoolwide Elements: 2.4, 2.6, 3.2 Funding Sources: 1 - Title III - LEP	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Dyslexia Therapists and ESL teachers will meet monthly for collaborative learning. Staff Responsible for Monitoring: Director of Special Services	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students served by Title I Facilitators will meet their expected RIT growth. Staff Responsible for Monitoring: Director of Special Services. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: 6 - Title I	Formative		
	Dec	Mar	June
			






Strategy 5 Details	Formative Reviews		
Strategy 5: Special Services department will attend professional learning opportunities to address their specific program needs. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
	 40%		
<div>  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		
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: Director of Special Education Special Education Coordinators Special Education Learning Specialists	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: Director of Special Education Special Education Coordinators Special Education Learning Specialists	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: General Education and Special Education learning specialist provide training for teachers in using Snap and Read to provide online opportunities for students. Staff Responsible for Monitoring: Director of Special Education Executive Director of Elementary/Secondary Curriculum Learning Specialist	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Improve ARD decision making resulting in better placements and services for students Staff Responsible for Monitoring: Director of Special Education Special Education Coordinators Special Education Learning Specialists Campus Administrators	Formative		
	Dec	Mar	June
	 40%		
<div>  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 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		
Strategy 1: Therapists will meet with general education teachers to find ways to integrate therapy with curriculum and lessons taught in the classroom. 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. Staff Responsible for Monitoring: SLPs and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze current Prek and PPCD programs to determine possibility of the creation of a Co-Teach PK/PPCD classroom for the 2022-2023 school year. Strategy's Expected Result/Impact: Students will be educated in an inclusive general education environment. Staff Responsible for Monitoring: Director of Special Education Director of Special Programs Executive Director of Elementary Curriculum Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
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.	Formative		
	Dec	Mar	June
			
<div>  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 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 High School Math Learning Specialist Title I Schoolwide Elements: 2.4	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 Secondary Curriculum	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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 6: The % of students scoring Met on 5th-8th grade math will increase by 5%.



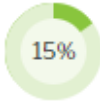




Evaluation Data Sources: STAAR scores

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 snack attacks to provide math professional development to classroom teachers Staff Responsible for Monitoring: Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
<div>  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 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 Title I Schoolwide Elements: 2.6	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
			
<div>  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 8: Provide parent outreach through ESL classes.


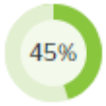




Evaluation Data Sources: adult ESL enrollment and sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Host Adult ESL classes. Staff Responsible for Monitoring: Bilingual/ESL Coordinator Title I Schoolwide Elements: 3.1 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. Funding Sources: Supplemental Pay - State ELL Allotment	Formative		
	Dec	Mar	June
			
<div>  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 9: LEP and non-LEP 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, 1st, 2nd, and 3rd grade teachers will implement biliteracy in their classrooms. Staff Responsible for Monitoring: Director of Special Services Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: 1 - 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. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
<div>  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 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, Campus principals, Bilingual/ESL Coordinator	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> 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 11: Provide community outreach services by providing adult ESL 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: Bilingual/ESL coordinator Funding Sources: - State ELL Allotment	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> 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: Individual 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: Special Services department Funding Sources: - Campus Budget	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: Special Services Department, Campus RtI committees	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: Campus RtI committee	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: Special Services department	Formative		
	Dec	Mar	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Students served by Title I Facilitators will meet their expected RIT growth. Staff Responsible for Monitoring: Director of Special Services. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: 6 - Title I	Formative		
	Dec	Mar	June
			
<div>  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 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.

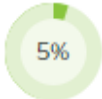





Evaluation Data Sources: Homeless list and budget reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development session for district counselors and teachers. Staff Responsible for Monitoring: District Homeless Liaison	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: Federal Programs Coordinator	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: Federal Program Coordinator Funding Sources: - TEHCY	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: PreK principal	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: Elementary campus principals	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: PreK principal	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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	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.


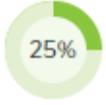





Evaluation Data Sources: sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Special Services department will host district-wide EL parent event. Title I Schoolwide Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Dual language campuses will host dual language nights. Staff Responsible for Monitoring: Director of Special Services Title I Schoolwide Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Dual language celebration will be held in May Staff Responsible for Monitoring: Director of Special Services, Campus Principals Title I Schoolwide Elements: 3.1, 3.2	Formative		
	Dec	Mar	June
			
<div>  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 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: Director of Special Education Special Education Coordinators Special Education Learning Specialists	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: Director of Special Education Special Education Coordinators Special Education Learning Specialists	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: District wide data collection introduced in 18-19 school year. Data will continue to 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: Director of Special Education Special Education Coordinators Special Education Learning Specialists Campus Administrators	Formative		
	Dec	Mar	June
			
<div>  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

Summative Evaluation: Significant progress made toward meeting Objective






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: Athletic director and coaches	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Student-Athletes will be expected to celebrate with respect when they win, and congratulate their opponents when they lose Staff Responsible for Monitoring: Athletic director and coaches	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 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.

Summative Evaluation: Some progress made toward meeting Objective









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: athletic director and coaches	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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





Summative Evaluation: Some progress made toward meeting Objective

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: Athletic director and coaches	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	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: Director of Fine Arts, Band and Choir Teachers	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: Director of Fine Arts, Band and Choir Teachers	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 1: Retain 92% of teachers annually

Evaluation Data Sources: employment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate professional development offerings for new hires to ensure that these trainings are supporting their needs. Strategy's Expected Result/Impact: Teacher retention rates. Evaluation feedback from new hires. Staff Responsible for Monitoring: Human Resources	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. Strategy's Expected Result/Impact: Data collection logs from the mentors that depict the progress of the new teachers. All of these logs will be sent to the Director of Recruitment & Retention. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Each campus will celebrate Teacher Appreciation week in May. Staff Responsible for Monitoring: Campus administration	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			






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

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

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

Evaluation Data Sources: employment data


Summative Evaluation: Met Objective





Strategy 1 Details	Formative Reviews		
Strategy 1: Interview applicants for the 2020-21 Leadership Academy. Strategy's Expected Result/Impact: Teach future leaders skills to make them successful Wylie ISD administrators. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 3: Retain or promote 90% of campus leadership annually.**Evaluation Data Sources:** employment data

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: Deputy Superintendent	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: Executive Directors of Curriculum Deputy Superintendent Principals	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. Strategy's Expected Result/Impact: T-TESS documentation is turned in correctly by all professional staff. Staff Responsible for Monitoring: Human Resources-Recruitment and Development Coordinator	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure that all administrative staff are trained in the staff documentation process. Strategy's Expected Result/Impact: Law firm Leasor/Crass provided a day long training on employee documentation. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and Student Services	Formative		
	Dec	Mar	June







Strategy 5 Details		Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Build strong, open relationships with campus administrators and HR team. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Principals		Formative		
		Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

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		
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. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
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. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 5: 100% of campuses will participate in PLCs.






Strategy 1 Details	Formative Reviews		
Strategy 1: Campus administrators will receive support through monthly Instructional Focus meetings Staff Responsible for Monitoring: Deputy Superintendent	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Select campuses will work with Solution Tree consultants. Staff Responsible for Monitoring: Campus Principals	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 6: Recruit Highly Effective Teachers

Evaluation Data Sources: New Hire Data; T-TESS Walk Throughs and Summative Appraisal

Strategy 1 Details	Formative Reviews		
Strategy 1: HR staff will attend university and ACP career fairs. Staff Responsible for Monitoring: Director of Recruitment & Retention	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All new hires will have correct certifications for position. Staff Responsible for Monitoring: Director of Human Resources	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, and value a quality staff
TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 7: 100% of teachers providing ESL services to EL students will be ESL certified.





Evaluation Data Sources: Staff roster and schedule

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

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

TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals






Performance Objective 8: Provide campus administration with leadership training through out the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Superintendent will provide "Achieving Leadership" videos and live feed. Staff Responsible for Monitoring: Superintendent	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Leadership training will be provide by Bret Ledbetter to district and campus administration. Staff Responsible for Monitoring: Superintendent	Formative		
	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 1: 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 Assistant Superintendent for Finance & Operations Executive Director of Technology	Formative		
	Dec	Mar	June
	 0%		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 5: Manage growth in a way that ensures functional equity





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: Superintendent Executive Director of Operation	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: Superintendent and Assistant Superintendent for Student Services Director of Transportation	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: Manage growth in a way that ensures functional equity

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: Superintendent; Executive Director of Operations	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Complete renovations and additions in the 2019 bond program and utilize any savings to complete projects in the functional equity plan. Staff Responsible for Monitoring: Superintendent; Executive Director of Operations Assistant Superintendent for Finance and Operations	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate and execute bond refunding opportunities with available resources. Staff Responsible for Monitoring: Assistant Superintendent for Finance and Operations	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Manage growth in a way that ensures functional equity





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 & 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 & 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 & Operations	Formative		
	Dec	Mar	June
<div>  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 move from 522 to 574.

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 Career and Technology Education	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students successfully completing CTE Programs of Study will move from 38% to 45%. Staff Responsible for Monitoring: Director of Career and Technology Education Funding Sources: Perkins - Title I	Formative		
	Dec	Mar	June
<div>  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 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 be offered coursework through TEA new teacher training. Staff Responsible for Monitoring: Director of Career and Technology	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 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: Secondary Executive Director of 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: Secondary Executive Director of Curriculum Campus Principal	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: Secondary Executive Director of Curriculum	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: SAT School day will be implemented for 12th grade students in the fall semester and 11th grade students in the spring semester. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum Director of Counseling	Formative		
	Dec	Mar	June
<div>  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 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: Achieve principal	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 Services	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: High school campuses will each host a college night. Staff Responsible for Monitoring: High school counselors Counseling Services Coordinator	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. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Families will be invited to UTD's College Awareness Day. Staff Responsible for Monitoring: Director of Special Services Title I Schoolwide Elements: 2.6, 3.1	Formative		
	Dec	Mar	June
<div>  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 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 will take the PSAT on a school day. Staff Responsible for Monitoring: Counseling Services Coordinator Executive Director of Secondary Curriculum	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: SAT School day will be implemented for 12th grade students in the fall semester and 11th grade students in the spring semester. Staff Responsible for Monitoring: Executive Director of Secondary Curriculum Director of Counseling	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: Counseling Services Coordinator Executive Director of Secondary Curriculum	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: Counseling Services Coordinator	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: campus principals	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 7: Celebrate our excellence.

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

Evaluation Data Sources: 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 Communications Director of Wylie Way & Counseling Services	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: Superintendent's office	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 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	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	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Goal 7: Celebrate our excellence.

Performance Objective 6: 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		
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. Strategy's Expected Result/Impact: Social media posts circulating among stakeholders Staff Responsible for Monitoring: Director of Diversity & Inclusion	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students learning about other students. Staff Responsible for Monitoring: Director of Diversity & Inclusion	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: We will work with PTA director of diversity to increase the number of campus PTA diversity liaisons. Strategy's Expected Result/Impact: Shared experiences between the district and PTA. Staff Responsible for Monitoring: Director of Diversity & Inclusion	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

RDA Strategies

Goal	Objective	Strategy	Description
1	8	1	Work with the Student Services Department to provide de-escalation training and a monthly newsletter for paraprofessionals; reviewing discipline options for students in special education.
1	8	2	Special Education and 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 in Special Education with options other than ISS.
2	4	1	Therapists will meet with general education teachers to find ways to integrate therapy with curriculum and lessons taught in the classroom.
2	4	2	Analyze current Prek and PPCD programs to determine possibility of the creation of a Co-Teach PK/PPCD classroom for the 2022-2023 school year.

District Wide Educational Improvement Council

Committee Role	Name	Position
District-level Professional	Jessica Branch	Chairperson/Facilitator
District-level Professional	Maricela Helm	Wylie ISD - Student Services
Non-classroom Professional	Andie Doty	WHS - Asst. Principal
Non-classroom Professional	Angela Waters	HES - Assistant Principal
Non-classroom Professional	Lori Robertson	SES - Assistant Principal
Non-classroom Professional	Tammie Sullivan	WHS - Asst. Principal
Classroom Teacher	Rich Frei	Achieve
Classroom Teacher	Zachary Neu	WEHS
Classroom Teacher	Kim Campbell	WHS
Classroom Teacher	Sarah Miller	Burnett JH
Classroom Teacher	Stephanie Spicer	Burnett JH
Classroom Teacher	Jordan Lee	Cooper JH
Classroom Teacher	Dusty Holley	McMillan JH
Classroom Teacher	Krystle Shepherd	Davis Int
Classroom Teacher	Brooke Emerson	Draper Int
Classroom Teacher	Carlos Chavez Vargas	Harrison Int
Classroom Teacher	Ali Tylier	Akin ES
Classroom Teacher	Cassie Padgett	Birmingham ES
Non-classroom Professional	Susie Echols	Bush ES
Classroom Teacher	Kathryn Ozols	Cox ES
Classroom Teacher	Shaynon Crawford	Dodd ES
Classroom Teacher	Princess Netherly	Groves ES
Classroom Teacher	Tiffany Montez	Hartman ES
Classroom Teacher	Amanda Cooper	Smith ES
Classroom Teacher	Kandice Sarles	Tibbals ES
Classroom Teacher	Liz Cox	Watkins ES
Classroom Teacher	Meagan Wendt	Whitt ES
Business Representative	Emily Gilchrist	CAGW

Committee Role	Name	Position
Business Representative	Lily Courtney	CAGW
Business Representative	Devron Philo	Maxwell Pipeline Services
Community Representative	Richard Reid	
Community Representative	Cristina Araiza	
Parent	Emma Dugas	
Parent	Nicole Osimiri	
Parent	Linda Brill	

District Funding Summary

State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,170,082.00
+/- Difference					\$4,170,082.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,023,458.00
+/- Difference					\$3,023,458.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	1	Supplemental Pay		\$0.00
2	8	2	Supplemental Pay		\$0.00
2	11	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$789,038.00
+/- Difference					\$789,038.00
State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$17,314,765.00
+/- Difference					\$17,314,765.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	6		\$0.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	12	5	6		\$0.00
6	1	2	Perkins		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$875,063.00
+/- Difference					\$875,063.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$237,995.00
+/- Difference					\$237,995.00
Title III - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	1		\$0.00
2	9	1	1		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$209,445.00
+/- Difference					\$209,445.00
Title I School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					\$50,000.00
TEHCY					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	13	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$29,170.00
+/- Difference					\$29,170.00

IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,323,576.00
+/- Difference					\$2,323,576.00
IDEA Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,452.00
+/- Difference					\$21,452.00
Campus Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	12	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Pre-K					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,035.00
+/- Difference					\$2,035.00
Pre-K Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$305,135.00
+/- Difference					\$305,135.00

Pre-K Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,786.00
+/- Difference					\$15,786.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,157,379.00
+/- Difference					\$1,157,379.00
Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$659,099.00
+/- Difference					\$659,099.00
Grand Total					\$0.00

Addendums