

# Wylie Independent School District

## Wylie East High School

### 2023-2024 Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Our mission is to cultivate a welcoming, caring, and collaborative culture so that we develop individuals who learn, adapt, succeed, and lead. We work to ensure that ALL members of the Wylie East community become the best versions of themselves.

## Vision

### Wylie East High School Vision Statement

**ALL MEANS ALL: W.E. BELIEVE**

## Value Statement

We believe...

... all people can learn.

... in passionate involvement in the school and community.

... in establishing high expectations and achieving academically.

... in creating a safe environment to promote independent thinking and decision making.

... everyone should be recognized for successes.

... in finding success outside the classroom.

... in open communication.

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# Comprehensive Needs Assessment

Revised/Approved: September 1, 2023

## Demographics

### Demographics Summary

Wylie East High School student demographic breakdown:

46.9% White

25.5% Hispanic

16.9% African American

7.0% Asian

2.9% Two or More Races

2.9% American Indian

0.1% Pacific Islander

31.6% of students are economically-disadvantaged

(25.4% free lunch, 5.58% reduced lunch)

### Demographics Strengths

Over a 3-year span, Wylie East has significantly increased its economically-disadvantaged population:

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 3 Possible Years

	2021 - 2022			2022 - 2023			2023 - 2024	
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop
043914003 - Wylie East H S	671	2,444	27.46%	706	2,532	27.88%	831	2,634
043914 - Wylie ISD	5,108	18,204	28.06%	5,379	18,850	28.54%	5,962	19,175

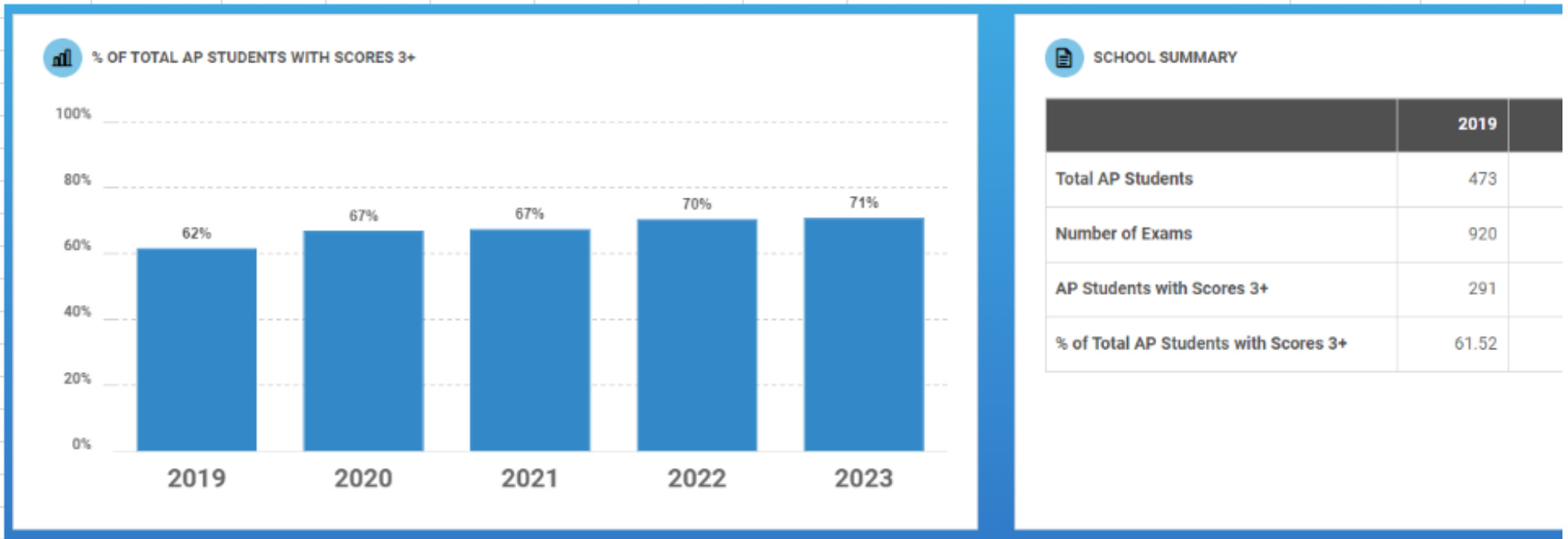
# Student Learning

## Student Learning Summary

STAAR data:

	STAAR 2023			
	Approaches	Meets	Masters	Domain 1 Score
Algebra I	88	62	36	62
Biology	97	83	45	75
English I	85	75	26	62
English II	90	77	15	61
US History	98	82	55	78
<b>Student Achievement Component Score</b>				<b>68</b>
<b>Scaled Score &amp; Rating</b>				<b>92 A?</b>

AP Scores:



**Student Learning Strengths**

English 1 and 2 special education students scoring at the Meets Grade Level standard

Biology Students scoring at the Masters Grade Level standard

87% of graduating students meet readiness criteria for College, Career, and Military (CCMR)

10% growth in the total number of AP exams taken, along with 1% growth in students who pass one or more exams



# School Processes & Programs

## School Processes & Programs Summary

Curriculum and Instruction processes center around Professional Learning Communities, walkthrough observations by administrators, and the Fundamental 5 instructional strategies.

Leadership and decision-making is informed by input gathered through department leaders and team leaders.

Communication takes place in a streamlined manner through a weekly staff newsletter and weekly department emails (Mind Growth Mondays).

School scheduling is conducted by the associate principal and counseling team with a focus on maximizing instructional time and balancing teaching loads between teachers.

## School Processes & Programs Strengths

**PLC teams meet twice weekly to discuss curriculum and common assessment results. Administrators completed 1451 walkthrough observations to give teachers feedback. A focus was placed on effective lesson framing and students talking with each other about what they are learning.**

**The department leadership team met 8 times throughout the year to offer input to the principal.**

**The weekly staff newsletter ("The Raider Huddle") is tracked for readership. All-campus emails were reduced to a negligible amount as important information was gathered and concentrated in the Raider Huddle as a central repository.**

**Scheduling was accomplished with a minimum of academic classes (4) with more than 30 students. Teaching loads within teachers have been kept relatively equivalent, based on the nature of their teaching assignment.**

# Perceptions

## Perceptions Summary

The campus climate survey was conducted in the spring to measure perceptions of both staff and parents:

### Staff Survey

	PRINCIPAL LEADERSHIP	COMMUNICATION & CLEAR EXPECTATIONS	COLLABORATION & QUALITY OF WORK	TEACHER VOICE	CARE & RECOGNITION	ASST PRINCIPAL	
DISTRICT	88	87	88	79	86	86	86
CAMPUS	85	85	84	73	83	87	85

### Parent Survey

	TEACHER EFFECTIVENESS	PRINCIPAL LEADERSHIP	COMMUNITY & INVOLVEMENT	SCHOOL PRIDE & RECOGNITION	
DISTRICT	70	78	75	75	75
CAMPUS	64	77	75	76	73

## Perceptions Strengths





Staff responses indicated a strength in the way that teachers are cared for and celebrated by administration. Parents also noted this as a strength, with parents responding more favorable for Wylie East than other secondary schools in the district.

# Goals

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 1:** Identify, investigate, and prevent instances of student violence, including self-harm and bullying.





**Evaluation Data Sources:** Tip411 logs, bully complaint logs, GoGuardian Smart Alerts, DAEP placements

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will use digital reporting services throughout the year to aid investigation of violence.</p> <p><b>Strategy's Expected Result/Impact:</b> safe channels of communications for victims of violence and bullying; increased awareness of code of conduct violations</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principals</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 2:** By the end of the school year, the campus will have reduced the number of instances of cyber-bullying, sexual harassment, and distribution of obscene images by students.

**Evaluation Data Sources:** Discipline records, DAEP placements, training logs





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> By the end of November, campus administration will educate students about legal ramifications of unethical behavior using mobile devices.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand the ramifications of and avoid making threats, posting inappropriate pictures, and harassing other students through the use of mobile devices and social media.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Associate Principal, Karrie George</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 3:** Wylie East will use both proactive and reactive strategies to emphasize the importance of regular student attendance and reduce absences, resulting in an ADA rate of 96% or greater by the end of the school year.

**High Priority**





**Evaluation Data Sources:** ADA reports, SABIPs, truancy filings

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Meet with students who are frequently absent and create Student Attendance Behavior Improvement Plans.  <b>Strategy's Expected Result/Impact:</b> reducing loss of academic credit due to absence failure, improving achievement due to increased instructional time  <b>Staff Responsible for Monitoring:</b> Karrie George, Jeremiah Sims, Jamie Williams</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> File truancy, when necessary, on students who are excessively absent.  <b>Strategy's Expected Result/Impact:</b> Improve attendance or encourage students to find alternative paths to high school completion.  <b>Staff Responsible for Monitoring:</b> Karrie George, Shawnell Bradshaw</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 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 1:** Wylie East will show improvement on STAAR achievement levels from 2022-23.





**Evaluation Data Sources:** Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teams of STAAR-tested subjects will carry out targeted remediation sessions based on interim assessment data. This plan will include student self-analysis and self-identification of SE's needing remediation. Teachers will develop schedules of remediation sessions during power hour that can be attended by any students needing remediation of that topic, regardless of overall assessment performance.</p> <p><b>Strategy's Expected Result/Impact:</b> "Move the middle" - all students will fill gaps in mastery and improve weak areas, not just the students close to achieving the next performance level.</p> <p><b>Staff Responsible for Monitoring:</b> Team leaders of tested subject areas, Learning Specialists</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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:** Achieve an "A" rating in Part B (Relative Performance) of State Accountability Domain 2 (Student Progress).





**Evaluation Data Sources:** Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teams of STAAR-tested subjects will carry out targeted remediation sessions based on interim assessment data. This plan will include student self-analysis and self-identification of SE's needing remediation. Teachers will develop schedules of remediation sessions during power hour that can be attended by any students needing remediation of that topic, regardless of overall assessment performance.</p> <p><b>Strategy's Expected Result/Impact:</b> "Move the middle" - all students will fill gaps in mastery and improve weak areas, not just the students close to achieving the next performance level.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principals, team leaders of tested subject areas, Learning Specialists</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 3:** All student groups evaluated in Domain 3 (Closing the Gaps) will achieve the "Meets Grade Level" on STAAR at a percentage more than 5% above the state target for each test and group.

**Evaluation Data Sources:** Interim Assessments, STAAR





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> PLC's will monitor performance of disaggregated demographic groups on unit tests and the interim assessments throughout the year. Groups achieving below the set goal will be identified for root cause determination and targeted remediation in early spring.  <b>Strategy's Expected Result/Impact:</b> Achievement gaps between demographic groups will be closed  <b>Staff Responsible for Monitoring:</b> Teachers of STAAR-tested subjects.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will make contact with parents of all Economically Disadvantaged students by the end of the first semester to find out what the student needs from their teachers to be successful.  <b>Strategy's Expected Result/Impact:</b> Teachers will become better aware of student's home situations; parents will see teachers as partners.  <b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Counselor's will monitor grades and credit recovery of any at-risk students and make plans for them to stay on track to graduate on time from either Wylie East or the Choice program.  <b>Strategy's Expected Result/Impact:</b> 100% graduation rate, closing the gap between at-risk students and the rest of the student body.  <b>Staff Responsible for Monitoring:</b> Counselors, Adam Jacobson</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



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

**Performance Objective 4:** Engage parents through frequent opportunities to visit the campus (in person or virtually) and serve on committees.





**Evaluation Data Sources:** Committee membership, views of virtual ceremonies, attendance at campus events.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct the EastSide Rally, welcoming parents of all students to visit campus and meet teachers.  <b>Strategy's Expected Result/Impact:</b> All students will be able to visit the physical campus and learn the locations of their classes before school starts. A separate hour will be dedicated to freshman students.  <b>Staff Responsible for Monitoring:</b> Mandy Coers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Host a Dual Credit and Advanced Academics parent information night.  <b>Strategy's Expected Result/Impact:</b> Parents will meet counselors and administration and hear about the opportunities offered by the campus academic program.  <b>Staff Responsible for Monitoring:</b> Mandy Coers, adam Jacobson</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 5:** Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.





**Evaluation Data Sources:** Campus Wellness Team, FitnessGram, Participation in School Community Wellness Events, Participation at Wellness Events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Campus/District shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The Campus/District shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The Campus/District shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The employees in order to promote enjoyable, life-long physical activity for District employees and students.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The District shall encourage students, parents, staff, and community 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 with district policy.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 6:** The campus will ensure that students experiencing dyslexia will be serviced by a therapist according to their needs and make appropriate academic progress.





**Evaluation Data Sources:** Dyslexia program completion rates, grades and EOC achievement levels for students in the dyslexia program

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Dyslexia therapist, associate principal, and 504 coordinator will meet to monitor progress of all students currently receiving dyslexia services once per semester. Interventions will be determined and communicated to teachers as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of teaching strategies and accommodations that close the gaps for dyslexic students</p> <p><b>Staff Responsible for Monitoring:</b> Adam Jacobson, Martie James, Lisa Lee</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 7:** Wylie East will provide remediation to students who have failed STAAR tests according to the guidelines of House Bill 4545.





**Evaluation Data Sources:** STAAR scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Tutorials for remediation will be provided 3 times per week by subject-area teachers in English and Math (highest priority). Additional tutorials for science and social studies will also be available based on prioritized student need.</p> <p><b>Strategy's Expected Result/Impact:</b> Students meeting graduation requirements, fewer students re-testing EOC exams in the Spring</p> <p><b>Staff Responsible for Monitoring:</b> Katie Comingore, Adam Jacobson</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1:** The campus will identify students in danger of dropping out and refer them to the Choice program at Achieve Academy.





**Evaluation Data Sources:** Choice waitlist, student transfers, student graduations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A prioritized Choice list will be maintained for students requesting or being encouraged to transfer to that program. Priority will be given to seniors and those juniors and sophomores identified as at-risk of dropping out of school.</p> <p><b>Strategy's Expected Result/Impact:</b> The students who most need the Choice environment will be the ones who transfer.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, registrars.</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 2:** The campus will maintain and enrich the current College Club.

**Evaluation Data Sources:** Club membership, college matriculation rates





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct field trips to visit college campuses. <b>Strategy's Expected Result/Impact:</b> keep students engaged in the idea of college after high school; expose students to local options for colleges <b>Staff Responsible for Monitoring:</b> Emily Dailey, Jessica Taylor, Lauren Plunk	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

**Performance Objective 1:** The campus will fill vacant teaching positions with teachers who fit the vision of our school by identifying, interviewing, and selecting quality candidates.

**Evaluation Data Sources:** Personnel Change Forms, Interview logs, reference checks, staff retention data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop hiring committees by subject area consisting of 2 administrators, the department leader, and a separate teacher representative.</p> <p><b>Strategy's Expected Result/Impact:</b> Gather multiple perspectives on candidate quality</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Associate Principal</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

**Performance Objective 2:** By the end of the 22-23 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.

**Evaluation Data Sources:** Personnel files

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus administration team will audit their LA teachers to determine who is in need of the ESL certification.  <b>Strategy's Expected Result/Impact:</b> Identify teachers in need of further certification  <b>Staff Responsible for Monitoring:</b> Tiffany Doolan</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.  <b>Strategy's Expected Result/Impact:</b> Increase percentage of ELA teachers certified in ESL to 100%  <b>Staff Responsible for Monitoring:</b> Director of Special Services, Tiffany Doolan</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 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:** Wylie East will provide professional learning opportunities, modeling, monitoring, and feedback regarding the implementation of strategies from The Fundamental 5.





**Evaluation Data Sources:** walkthroughs, professional development calendar

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> During the first semester, walkthroughs will focus on student talk about the learning. During the second semester, training will be provided on critical writing about the learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased classroom engagement, improved student learning</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, department leaders, learning specialists</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1:** Build a Master schedule that maintains manageable class sizes and equitable workloads between teachers.





**Evaluation Data Sources:** Master schedule, class section enrollment data, personnel additions

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Ensure that no class sizes exceed 30 students, wherever possible. <b>Strategy's Expected Result/Impact:</b> balanced teaching/grading load for teachers <b>Staff Responsible for Monitoring:</b> Adam Jacobson, Mandy Coers	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 2:** The campus will ensure guarantee that staff have the training, tools, and technology required to do their jobs effectively.





**Evaluation Data Sources:** Technology inventory, staff survey, purchasing records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> ED Tech coaches will schedule training sessions and be available for helping all teachers needing to learn how to use technology tools to reach all students.</p> <p><b>Strategy's Expected Result/Impact:</b> All students can learn at equitable levels, regardless of their chosen mode of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Rachael Carr, Dave Shipp, Adam Jacobson</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 6:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 1:** Maximize the opportunities available to students to participate in extracurricular clubs and activities.





**Evaluation Data Sources:** Club membership rosters, meeting schedules

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop master list of club sponsors, descriptions, and meeting schedules. <b>Strategy's Expected Result/Impact:</b> Clarify opportunities for parents and students <b>Staff Responsible for Monitoring:</b> Adam Jacobson, Diana Caldwell, counselors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Carry out a "Rush Week" for clubs and activities to recruit new members. <b>Strategy's Expected Result/Impact:</b> Students will be exposed to opportunities to investigate and join clubs <b>Staff Responsible for Monitoring:</b> Breegan Gholson, Tiffany Doolan	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 2:** Ensure that all extracurricular activities are supported and recognized.





**Evaluation Data Sources:** AIC calendar, social media

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Share the master Administrator-in-Charge calendar with all staff so that more events can be attended by administration. <b>Strategy's Expected Result/Impact:</b> increase principal and assistant principal visibility with students and parents <b>Staff Responsible for Monitoring:</b> Tiffany Doolan, Diana Caldwell	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Recognize extracurricular participation with ceremonies and graduation cords. <b>Strategy's Expected Result/Impact:</b> Students are recognized for their time and effort building and maintaining campus clubs. <b>Staff Responsible for Monitoring:</b> Adam Jacobson, Tina Lopez, Amy Gibson, club sponsors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 7:** Celebrate our excellence.

**Performance Objective 1:** Celebrate the achievements of students.





**Evaluation Data Sources:** Staff climate survey, parent feedback via Booster clubs and committees

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recognize the Jimmy John's student of the week each week in newsletters, on the Marquee, and over the daily announcements. <b>Strategy's Expected Result/Impact:</b> Recognizing character and achievement in 30-40 students. <b>Staff Responsible for Monitoring:</b> Tiffany Doolan, Adam Jacobson	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Recognize student's who exemplify WEHS values through Shining the Wylie Way nominations/awards. <b>Strategy's Expected Result/Impact:</b> Recognizing above-the-line student behaviors. <b>Staff Responsible for Monitoring:</b> McKenna Tooke	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Read all college acceptances over the daily announcements and post on the hallway walls. <b>Strategy's Expected Result/Impact:</b> Fostering a culture of college readiness. <b>Staff Responsible for Monitoring:</b> Mandy Coers, Tiffany Doolan	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 7:** Celebrate our excellence.

**Performance Objective 2:** Recognize excellent teaching and character among staff members.

**Evaluation Data Sources:** Recognition spreadsheet

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Give out a #RFL flags once per grading term to staff members who exemply Raider for Life. <b>Strategy's Expected Result/Impact:</b> Recognizing above the line behavior by staff <b>Staff Responsible for Monitoring:</b> Tiffany Doolan, Assistant Principals	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Encourage and publish staffulty shout-outs in the weekly newsletter (The Raider Huddle) <b>Strategy's Expected Result/Impact:</b> Staff can recognize each other's work and contributions to the culture of our campus. <b>Staff Responsible for Monitoring:</b> Tiffany Doolan, Adam Jacobson	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			