

Wylie Independent School District
Wylie High School
2023-2024 Improvement Plan

Mission Statement

To provide an environment where ALL students and staff learn and reach their full potential.

Vision

To graduate each student with a plan and purpose for a successful life beyond high school with an emphasis on core ethical values.

Table of Contents

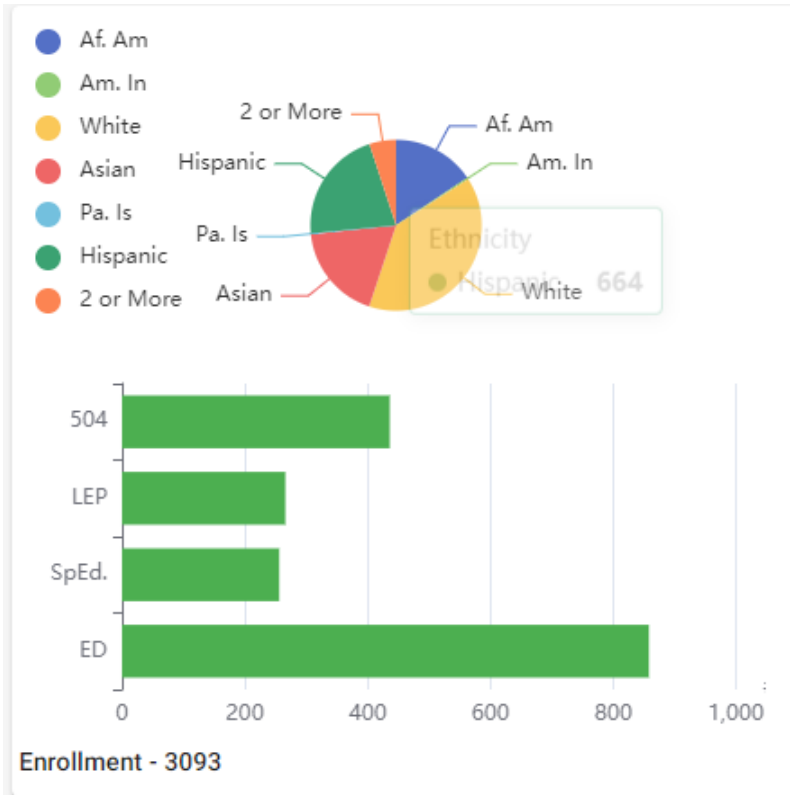
- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 11
 - Goal 1: Instill community and ethical values in our students 12
 - Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs TEA Strategic Priority #2: Build a foundation of reading and math 14
 - Goal 3: Prepare students for a successful life beyond high school TEA Strategic Priority #3: Connect High School to Career and College 21
 - Goal 4: Attract, retain, and value a quality staff TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals 24
 - Goal 5: Manage growth in a way that ensures functional equity 29
 - Goal 6: Support student participation in extracurricular activities to promote character and academic achievement. 32
 - Goal 7: Celebrate our excellence. 35
- Campus Improvement Committee 38
- Campus Funding Summary 39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics Summary



Staff Demographics Summary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	207.6	100.0%	100.0%	100.0%
Professional Staff:	182.9	88.1%	64.8%	64.1%
Teachers	161.6	77.9%	51.4%	49.3%
Professional Support	14.3	6.9%	9.8%	10.7%
Campus Administration (School Leadership)	7.0	3.4%	2.9%	2.9%
Educational Aides:	24.7	11.9%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	9.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	8.0	n/a	41.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	35.4	17.0%	27.5%	52.1%
Teachers by Ethnicity:				
African American	8.5	5.2%	4.6%	11.2%
Hispanic	10.2	6.3%	10.7%	28.9%
White	135.8	84.0%	81.3%	56.4%
American Indian	2.2	1.3%	0.5%	0.3%
Asian	3.0	1.9%	1.4%	1.9%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	2.0	1.2%	1.3%	1.2%
Teachers by Sex:				
Males	78.0	48.2%	23.2%	24.1%
Females	83.6	51.8%	76.8%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.2	0.1%	0.1%	1.4%
Bachelors	91.1	56.4%	69.6%	72.6%
Masters	66.3	41.0%	29.6%	25.2%
Doctorate	4.0	2.5%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.8	2.4%	3.4%	7.9%
1-5 Years Experience	34.3	21.3%	26.2%	26.7%
6-10 Years Experience	37.6	23.3%	23.3%	20.6%
11-20 Years Experience	56.0	34.7%	32.2%	28.6%
21-30 Years Experience	24.1	14.9%	12.8%	13.2%
Over 30 Years Experience	5.7	3.5%	2.0%	2.9%

Demographics Strengths

- Student enrollment has maintained steady growth with a slight increase for the past five years.
- WHS has 68.8% of our student population comprised of minority subgroups.
- Eco Dis - 27.7%

Student Learning

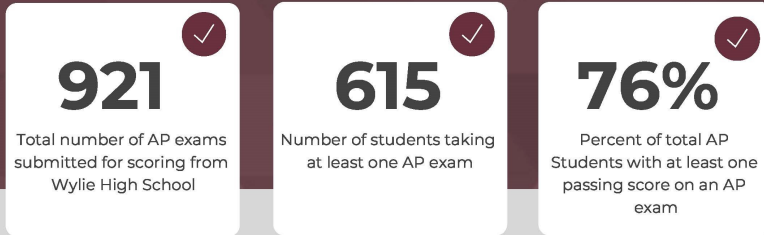
Student Learning Summary

May 2023 End of Course Exam	Approaches	Meets	Masters
English I	92	84	36
English II	92	83	21
Algebra I	89	71	46
Biology	98	86	49
US History	99	89	65



2023 WHS AP Test Score Summary

*A student receiving a score of 3, 4, or 5 on an AP exam is considered to have passed that exam
*US History not included in 2022-23 scoring data as of 9/7/23



Passing rate higher than state average

2D Art, Art History, Drawing, Music Theory, Biology, Chemistry, Environmental, Physics I, Physics C, Calculus AB, Calculus, BC, Statistics, Computer Science A, Computer Science Principles, English Language (Eng. III), English Literature (Eng. IV), French Language and Culture, Spanish Language, Human Geography, US Government, US History, World History



Passing rate higher than global average

2D Art, Art History, Music Theory, Biology, Chemistry Environmental, Physics C: Mechanics, Calculus, BC, Statistics, English Language (Eng. III), English Literature (Eng. IV), French Language and Culture, Human Geography, US Government, World History



Passing rates reported higher than 2022

2-D Art Design, Art History, Music Theory, Biology, Calculus AB, Chemistry, Environmental, Physics C: Mechanics, Statistics, French Language and Culture, Human Geography, Macroeconomics, U.S. Government, World History

School Processes & Programs

School Processes & Programs Summary

WHS follows the TRS curriculum for all core content areas. Teachers work collaboratively with district learning specialists, and content area teacher teams to align instructional practices with our district-adopted curriculum. Campus administrators support all staff members throughout the school year during classroom walkthroughs and frequent feedback. Students are offered a variety of dual credit and AP courses as well as a vibrant CTE selection. Students are offered tutorials daily for up to an hour mid-day as well as extended hours two days a week for tutoring or test makeup with content experts. Staff are highly trained and evaluated with TTESS criteria. New teachers participate in a mentor program to ensure they have support at a local level.

Teachers serve in leadership roles as mentors, PLC leaders, and Department Leaders and serve on various committees. Teachers are recommended to a District Level Teacher Leader Academy annually.

School Processes & Programs Strengths

Our campus meets consistently in weekly PLCs to share best practices, plan with fidelity, and analyze student data.

Perceptions

Perceptions Summary

Collaborative teams of teachers, students, and parents work together to ensure all students are supported and engaged to experience success throughout the school year. WHS has engaged in a CommUNITY project to engage our feeder pattern and celebrate spirit district-wide.

Students at WHS are valued and feel important. The community rallies around the building and supports the goals of WHS. Due to the wide variety of student ethnicities, WHS will recognize and celebrate cultural diversity.

Perceptions Strengths

Multiple avenues of communication are made available to families to stay connected to our school and be aware of the events hosted on campus. WHS has a strong emphasis on social-emotional learning, and character building. WHS provides a safe environment for all students. Teachers are required to keep websites updated, and communicate each term with parents to highlight content overview, major grades for the term and tutorial schedules.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

- Class size averages by grade and subject
- Enrollment trends

Employee Data





- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data

Goals

Goal 1: Instill community and ethical values in our students

Performance Objective 1: Campus will implement Wylie Way initiatives once per nine weeks. As well as relationship-building activities in classrooms once per nine weeks.





Evaluation Data Sources: Student Surveys
Student Hope Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Plan and implement Wylie Way and Relationship-building activities into the classroom at least once per nine weeks.</p> <p>Strategy's Expected Result/Impact: Students will complete relationship surveys with positive results at a rate of 90% completion with no less than 80% positive results for each teacher</p> <p>Staff Responsible for Monitoring: Admin, Wylie Way Team, Teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in a Character Survey to measure character, social-emotional learning, and bullying.</p> <p>Strategy's Expected Result/Impact: Gain data on students' mental health and character development.</p> <p>Staff Responsible for Monitoring: Wylie Way Committee</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 2: Wylie HS has a zero-tolerance policy for bullying, violence, and harassment of students. Anti-Bullying Committee was established and will meet each term.





Evaluation Data Sources: Discipline referrals and tip411 Meeting Agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: WHS will utilize anonymous reporting systems for students to share concerns related to bullying, violence, racism and harassment.</p> <p>Strategy's Expected Result/Impact: Increased awareness and concerns addressed promptly</p> <p>Staff Responsible for Monitoring: Students and Admin</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: WHS will implement use of BARK alert system to monitor student use of electronic devices, and will alert parents and students if students engage in self-harm, explicit or violent internet activity.</p> <p>Strategy's Expected Result/Impact: Active monitoring and timely response</p> <p>Staff Responsible for Monitoring: Administration and counselors.</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: WHS encourages all students to attend school regularly and on time.





Evaluation Data Sources: Attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: WHS will place students on attendance contracts, and actively monitor student attendance, notifying parents of concerns early to establish and intervention plan.</p> <p>Strategy's Expected Result/Impact: Increased daily attendance.</p> <p>Staff Responsible for Monitoring: Administration and attendance clerk.</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: WHS will use the Tardy Eliminator program to better track student data and issue consequences.</p> <p>Strategy's Expected Result/Impact: Real-time data, quicker intervention for students</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: WHS will obtain 5 distinctions as well as obtain an A in the state accountability system.





Evaluation Data Sources: STAAR Scores, AP Exams, CCMR, and student attendance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Track student performance from the previous year's STAAR in Eng I and Eng II. This strategy will increase Domain two for student progress and closing the gaps. Strategy's Expected Result/Impact: Move each student up one level or maintain at masters. Staff Responsible for Monitoring: Teachers, Assistant Principals and Learning Specialists for ELA</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain performance in Biology, Algebra I, and USH Strategy's Expected Result/Impact: High level of meets and masters for EOC in Biology, English I and US History Staff Responsible for Monitoring: Teachers, Assistant Principals, Learning Specialists for Science, ELA and Social Studies.</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: WHS students will reach a Student Achievement score for domain one of an 80. Strategy's Expected Result/Impact: Maintain performance in EOC testing Staff Responsible for Monitoring: Teachers, admin and learning specialist.</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will work closely with curriculum experts to implement plans for student achievement. Strategy's Expected Result/Impact: Increased performance on STAAR Staff Responsible for Monitoring: Teachers and learning specialist</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: By the end of the 2023-2024 school year, at least 36% of students will meet the state target on TELPAS.





Evaluation Data Sources: TELPAS

Strategy 1 Details	Formative Reviews		
Strategy 1: EL training in PLC for instructional strategies Strategy's Expected Result/Impact: Increased ability to implement strategies for EL students Staff Responsible for Monitoring: Teachers and Mr. Donald Dennis and Mrs. Chasa Bezner	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Additional tutorials for students offered Tuesday and Thursday night from 4:30-6:30 Strategy's Expected Result/Impact: Improved retention of content knowledge, increased grades in classes and on assessments Staff Responsible for Monitoring: Katie Morales and teachers Funding Sources: - State Comp Ed - \$9,000	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Presented Frayer Model, and word wall instruction to all staff including Fine Arts & CTE. Strategy's Expected Result/Impact: Improvement with writing and speaking for TELPAS students. Staff Responsible for Monitoring: WHS Administration	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Lexia Reading program implemented on campus. Funding Sources: - State ELL Allotment - \$3,000	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 3: WHS will provide accelerated instruction/at-risk students by creating custom graduation plans for each student.





Evaluation Data Sources: Graduation rates

Strategy 1 Details	Formative Reviews		
Strategy 1: Each student will meet with counselors annually to discuss graduation plan and create interventions as needed. Strategy's Expected Result/Impact: Increased graduation rates Staff Responsible for Monitoring: Counselors.	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 4: WHS will increase parental involvement and engagement.





Evaluation Data Sources: Climate survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: WHS will include families on communication regarding student progress related to grades, attendance, course selection and future planning.</p> <p>Strategy's Expected Result/Impact: Families will invest and support students. Families will be invited to attend ihaveaplan and FAFSA night, and sign off on 4 year plans.</p> <p>Staff Responsible for Monitoring: Admin and counselors</p> <p>Funding Sources: - State Comp Ed - \$100</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 5: WHS will address needs of economically disadvantaged students through outreach programs.





Evaluation Data Sources: Attendance, grades, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Additional academic support will be provided after school twice weekly for all students, as well as during lunch. Strategy's Expected Result/Impact: Increased accessibility to teachers for additional support as needed Staff Responsible for Monitoring: teachers	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: WHS will provide services for students identified with dyslexia.





Evaluation Data Sources: Student grades and assessment data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be provided school day services on campus, and teachers will receive training related to instructional methods for students with dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased awareness and accessibility for all students.</p> <p>Staff Responsible for Monitoring: Dyslexia teacher</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: 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 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: Administer SAT for 11th and 12th grade and PSAT for 9th, 10th, and 11th grade.

Strategy 1 Details	Formative Reviews		
Strategy 1: Proctor exams for students at no cost to family Strategy's Expected Result/Impact: Increase performance Staff Responsible for Monitoring: Tarah Clark and Bill LeNeveu	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: Connect students to resources related to college admissions and payment for college.





Evaluation Data Sources: Student Acceptance

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan and share information to families for College and FAFSA night Strategy's Expected Result/Impact: Increased awareness and parent attendance at both events Staff Responsible for Monitoring: counselors	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Wylie High School students participate in local scholarship opportunities through the Wylie Education Foundation. Strategy's Expected Result/Impact: All seniors will begin application in senior level social studies courses. Staff Responsible for Monitoring: Government and Economics teachers	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: WHS will address retention and dropout prevention.

Evaluation Data Sources: Graduation rates





Strategy 1 Details	Formative Reviews		
Strategy 1: Individual graduation plans and meetings for all students conducted annually. Strategy's Expected Result/Impact: Increased graduation rates Staff Responsible for Monitoring: counselors	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: Appreciate teachers twice per month with small gestures of appreciation, and words of encouragement





Evaluation Data Sources: Campus Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet monthly to plan teacher appreciation. Offer activities or tokens of appreciation twice per month.</p> <p>Strategy's Expected Result/Impact: Increased moral</p> <p>Staff Responsible for Monitoring: Brian Alexander, Leslie Coble, Amy David, and Terri Shauchunas</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: Nominate teachers of the month

Evaluation Data Sources: Surveys from students





Strategy 1 Details	Formative Reviews		
Strategy 1: Students will select teachers of the month, and will be provided positive feedback from coworkers, teachers and administration. Staff Responsible for Monitoring: Ingrid Goslin	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Performance Objective 3: 100% of all staff will be offered and participate in ongoing professional development for teachers.

Evaluation Data Sources: Participation in curriculum professional development





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training in all areas of compliance Strategy's Expected Result/Impact: Teachers will be trained on bullying, blood borne pathogens, anaphylaxis suicide, sexual harassment, title IX, and child abuse. Staff Responsible for Monitoring: Admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly content supports in PLC will be provided from experienced teachers and learning specialist. Strategy's Expected Result/Impact: Teachers will continuously monitor and improve instructional strategies. Staff Responsible for Monitoring: Teachers, Learning specialist and admin	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 4: 100% of new teachers will receive support and mentoring from veteran staff members.





Evaluation Data Sources: New teachers summative conferences and walkthrough data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1st year teachers will have campus mentor to increase understanding of campus and district initiatives. New to WHS teachers will also participate in campus level training and team building activities.</p> <p>Strategy's Expected Result/Impact: Teachers will develop relationships on campus, and seek assistance when needed.</p> <p>Staff Responsible for Monitoring: Lead Mentors (Amy Hunt, MJ Tykoski and Celia Trujillo)</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 4: Attract, retain, and value a quality staff

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





Performance Objective 5: By the end of the 23-24 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus administration team will audit their LA teachers to determine who is in need of the ESL Certification. Staff Responsible for Monitoring: Katie Morales	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Work in collaboration with Special Services for non-ESL-certified teachers to obtain their ESL certification by covering the costs associated with the assessment. Staff Responsible for Monitoring: Jill Vasquez, Tedra Ault and Katie Morales	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: 100% of all classrooms will have access to equitable resources and technology across classrooms to integrate technology into daily/weekly instruction.





Evaluation Data Sources: Walkthrough data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classrooms will be equipped with SmartBoard, and each teacher is provided a laptop. All students will have access to 1-to-1 Chromebook.</p> <p>Strategy's Expected Result/Impact: Engagement and timely use of technology.</p> <p>Staff Responsible for Monitoring: Admin and campus technology</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: 100% of new teachers will receive support and mentoring from veteran staff members.





Evaluation Data Sources: Walkthrough data

Strategy 1 Details	Formative Reviews		
Strategy 1: Meetings each term with all new teachers with lead mentor Strategy's Expected Result/Impact: Develop understanding of campus and district values and ways of conducting business.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Assigned campus mentors will meet weekly with new teacher, and be available to answer questions as needed. Strategy's Expected Result/Impact: New teachers will develop an understanding of how to navigate their first year as well as gain confidence necessary to lead successfully.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Monitor and maintain class sizes that are proportionate across disciplines.





Evaluation Data Sources: Class rosters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure class sizes are not proportionately uneven across disciplines to ensure students have access to sound instructional practices.</p> <p>Strategy's Expected Result/Impact: Level class sizes</p> <p>Staff Responsible for Monitoring: Counselors</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 6: Support student participation in extracurricular activities to promote character and academic achievement.





Performance Objective 1: Each athletic team will identify character goals to be the focus of their student athletes.

Evaluation Data Sources: Community service projects.

Strategy 1 Details	Formative Reviews		
Strategy 1: Student athletes will participate in community service projects. Strategy's Expected Result/Impact: Community involvement, and character education for students. Staff Responsible for Monitoring: Coaches	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Model character values within the school setting and among the community. Strategy's Expected Result/Impact: Community members recognize character values in our students Staff Responsible for Monitoring: Coaches	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





Performance Objective 2: WHS will provide a diverse group of clubs and organizations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Clubs will be reviewed by the diversity and inclusion committee.</p> <p>Strategy's Expected Result/Impact: List will be public, and students will have access to propose new clubs.</p> <p>Staff Responsible for Monitoring: Katie Morales, Sheila Romero and Alexis Nanai</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 3: Recognize and celebrate student academic performance.





Evaluation Data Sources: Yard signs, announcements and awards ceremonies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will receive yard signs for All A Honor Roll Strategy's Expected Result/Impact: Celebrate students publicly. Staff Responsible for Monitoring: Admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: End of year awards ceremony to recognize academic success and scholarships. Strategy's Expected Result/Impact: Students are celebrated in front of peers and family. Staff Responsible for Monitoring: Admin	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Celebrate our excellence.

Performance Objective 1: Maintenance of Facebook and Instagram pages for the campus.





Evaluation Data Sources: Number of followers

Strategy 1 Details	Formative Reviews		
Strategy 1: Increased communication via Facebook and Instagram pages for campus Strategy's Expected Result/Impact: Increased awareness and connectivity to community Staff Responsible for Monitoring: Brian Alexander	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Celebrate our excellence.

Performance Objective 2: Select weekly student for recognition of campus values





Evaluation Data Sources: Teacher Nominations

Strategy 1 Details	Formative Reviews		
Strategy 1: Jimmy Johns Student of the Week Strategy's Expected Result/Impact: Encourage students to follow values of campus Staff Responsible for Monitoring: Brian Alexander	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Celebrate our excellence.

Performance Objective 3: Shining the Way student character awards are nominated by teachers every grading term.

Evaluation Data Sources: Teacher recognition.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers nominate students, and students are recognized with certificate of appreciation. Strategy's Expected Result/Impact: Reinforcement of students showing character values of the Wylie Way.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Allyson Wallace	Teacher
Administrator	Brian Alexander	Principal
Administrator	Leslie Coble	Associate Principal
Administrator	Tarah Clark	Assistant Principal
Administrator	Chad Ghormley	Assistant Principal
Administrator	Tammie Sullivan	Assistant Principal
District-level Professional	Andie Doty	Assessment And Accountability
Parent	Amanda Lannan	Parent
Administrator	T.J. Fields	Assistant Principal
Administrator	Katherine Morales	Assistant Principal
Administrator	Ingrid Goslin	Assistant Principal

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$9,000.00
2	4	1			\$100.00
Sub-Total					\$9,100.00
Budgeted Fund Source Amount					\$36,540.00
+/- Difference					\$27,440.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,340.00
+/- Difference					\$340.00
Grand Total Budgeted					\$39,880.00
Grand Total Spent					\$12,100.00
+/- Difference					\$27,780.00