Wylie Independent School District

Parker Junior High School

2026-2027 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment 3
- Demographics 3
- Student Learning 5
- School Processes & Programs 6
- Perceptions 8

Priority Problem Statements 9

Goals 10
- Goal 1: Foster a strong sense of community & ethical values in our students. 10
- Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs. 13
- Goal 3: Encourage involvement in extracurricular activities to enhance character development and academic success. 22
- Goal 4: Attract, retain, develop, and value a quality staff. 23
- Goal 5: Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs. 25
- Goal 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce. 26
- Goal 7: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff. 27
- Goal 8: Celebrate our excellence. 28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Parker Junior High is a brand-new junior high campus that serves a highly diverse group of students and families that is closely aligned with the demographics of our district as a whole.

Parker Jr High		
Female	241	51.6%
Male	226	48.4%
Black/Afr Amer	87	18.6%
Amer Ind/Alas Nat	2	0.4%
Asian	90	19.3%
Hispanic	87	18.6%
Two or More	32	6.9%
White	169	36.2%
EB	31	6.6%
Eco Dis	115	24.6%
GT	67	14.3%
Special Ed	80	17.1%
504	59	12.6%
Total	467	

Demographics Strengths

The demographics of Parker Junior High are similar to the overall population served by the Wylie ISD. In RLA, all of our student groups met the interim target for 2025-2026, and some of them even met the long-term target that schools are expected to meet by 2037-2038. In Math, all but one group met the interim targets for the 2025-2026 school year.

RLA:

	All Students	Black/ Afr Amer	Hispanic	White	Amer Ind/ Alas Nat	Asian	Nat Haw/ Pac Islander	Two or More
Count of Students	386	66	82	139	2	74	0	23
2025-2026 Target	44%	32%	35%	59%	44%	74%	46%	56%
Long-Term Target (2037-2038)	72%	66%	68%	80%	72%	87%	73%	78%
Performance	76%	70%	65%	81%	100%	88%	N/A	65%

MATH:

	All Students	Black/ Afr Amer	Hispanic	White	Amer Ind/ Alas Nat	Asian	Nat Haw/ Pac Islander	Two or More
Count of Students	386	66	82	139	2	74	0	23
2025-2026 Target	47%	32%	39%	61%	47%	85%	52%	56%
Long-Term Target (2037-2038)	74%	66%	70%	81%	74%	93%	76%	78%
Performance	66%	59%	52%	66%	50%	84%	N/A	74%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although the students of Parker Junior High exceeded the interim targets for most of our student groups, our Asian student group fell 1% below this mark (meets and above) in math.
Root Cause: While core instruction is meeting the needs of many students, additional differentiation, targeted intervention, and data-driven instructional adjustments are needed to ensure that students in all demographic groups are able to meet grade level expectations in math.

Student Learning

Student Learning Summary

Although our students attended other campuses last year, we have analyzed our student data in order to make sure that we are meeting our students at their current levels of achievement and supporting them in a way that promotes growth over the course of the 2026-2027 school year. Based on our best calculations, if our students had attended Parker last year, we would have earned an overall 92 (A) rating based on the 2026 Accountability Rating System. In addition to our student achievement data, we have also analyzed student growth data and data broken down by student demographic groups to ensure that students are progressing from year-to-year and that each group is meeting the appropriate targets.

On grade 6 RLA, our students earned 87% approaches, 75% meets, and 47% masters. On the 6th grade math STAAR, these students earned 92% approaches, 66% meets, and 34% masters. 7th Grade RLA scores were also impressive with 88% earning approaches, 76% meeting grade level expectations, and a remarkable 56% earning masters. Grade 7 Math had 40% of students earn masters, 66% meet grade level, and 82% earn approaches.

Student Learning Strengths

Parker Junior High students performed very well on the 2026 STAAR assessments and demonstrated impressive growth scores as compared to their 2025 STAAR scores. All content and grade level results were well above the state average and in many areas were higher than our district average. Specifically, 75% of students showed growth on 6th grade RLA and 68% of students showed growth on 6th grade Math. On the 7th grade assessments, an incredible 81% of our students showed growth on the RLA STAAR, and 71% showed growth on Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our current 7th graders scored above the district average at the Approaches and Meets performance levels, but they fell below the district average regarding Masters level performance.
Root Cause: Instructional practices should continue to be strengthened to consistently challenge high-performing students and provide targeted opportunities for them to demonstrate mastery of grade-level standards.It is apparent that our campus has a need for increased opportunities for students to engage in rigorous, higher-order thinking tasks that require deeper application, analysis, and problem-solving.

School Processes & Programs

School Processes & Programs Summary

As a brand new campus, we are focused on setting the foundation for all of the processes and programs that our district supports. We prioritize Professional Learning Communities and use our work here to support all of the other initiatives we implement. Through our PLCs, we guide adult learning on campus and provide protected time to foster best practices in curriculum and instruction. Our focus for the 2026-2027 school year is to establish a strong foundation in our Tier 1 Instruction.

At Parker, we have a Guiding Coalition that includes our 5 PLC Leaders, our principal, and our assistant principal. This team guides the learning for adults and supports teachers as they work to improve their practice. We also have a Leadership Team that meets once a month and includes representatives from every department. The purpose of this team is to brainstorm new ideas, discuss challenges, create ways to celebrate all the wonderful things taking place on campus, and to provide feedback on other processes and programs taking place at Parker and within our district. In addition, we hold monthly staff meetings, weekly administration meetings, and send out a weekly newsletter to staff, students, and families.

Our support services team provides the assistance that some students need in order to be successful and fully access their curriculum. We offer Special Education, Dyslexia, 504, and ESL services as well as others based on the needs of our students. Our counselor provides academic guidance as well as mental health support for all of our students. Health services are provided by our campus nurse, and she also coordinates our Crisis Response Team. We have a technology integration plan that is supported by our Campus Technician and the district-level Technology Department.

Even though our campus is substantially smaller than the other junior high campuses in our district, we pride ourselves on being able to offer the same extra-curricular programs and elective courses that are offered throughout our district.

School Processes & Programs Strengths

Our PLCs are a strength and provide us with the foundation we need for promoting adult learning, collaboration, structured protocols for analyzing data, and continuous improvement in curriculum and instruction. Our support services and teaching staff are all highly qualified and provide top-tier supports to our students.

We have solid participation in our extra-curricular and CTE courses (students may count more than once if they participate in more than one extra-curricular/elective program):

- Choir - 149
- Art - 104
- Band - 88
- Theatre - 59
- Athletics - 253
- Career & Technical Education - 96

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: All of our staff came to Parker from other campuses in our district or are new to the district, and we are establishing expectations for all process and programs to ensure consistency and buy-in.
Root Cause: As a result of being a brand-new campus, consistent expectations, procedures, and implementation have not yet been fully established across the campus. Continued

opportunities for collaboration, professional learning, clear communication,and staff input will be essential to developing collective ownership.

Perceptions

Perceptions Summary

In addition to establishing all of our processes and programs, we are implementing staff and family surveys to measure the perceptions of our stakeholders and how they view the work we are doing at Parker Junior High. These surveys focus on teacher and administrator efficacy, school pride and culture, and the trust that exists among staff and families.

We receive more informal feedback in a variety of ways, including social media, email, interactions with the community and PTA, and through discussions with staff, parents, and students. Our Guiding Coalition and our Leadership Team are tasked with providing feedback from their PLCs and/or departments to help us ensure that all staff have a voice and feel as though they are supported and appreciated.

Perceptions Strengths

Since we have not administered the surveys yet, we do not have any survey data to review; however, our goal is to be above the district average for junior high campuses in every category.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We plan to create meaningful opportunities for parent and community engagement through our inaugural year as well as focusing on strategies to maintain effective communication.
Root Cause: As a brand new campus, we are in the process of establishing all our processes, programs, and our overall identity within the community.

Priority Problem Statements

Goals

Revised/Approved: December 11, 2026

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

Performance Objective 1: The Parker Junior High Student Attendance Rate for the 2026-2027 school year will be 97%.

Evaluation Data Sources: Attendance Data from Skyward/PEIMS

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Student attendance will be monitored each week, and administrators will work with our attendance clerk to implement Student Attendance Behavior Intervention Plans (SABIPs) when students reach a threshold of eight absences. **Strategy's Expected Result/Impact:** Students will begin to appreciate the benefit of coming to school and should see improvement in their grades. **Staff Responsible for Monitoring:** Attendance Clerk, Campus Attendance Officer/Assistant Principal, Principal			

Strategy 2 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 2: Student attendance rates will be monitored through PEIMS/OnDataSuite and shared during staff meetings at the end of each term throughout the 2026-2027 school year. **Strategy's Expected Result/Impact:** Campus staff members will be more aware of student attendance rates and the importance of encouraging students to attend school. **Staff Responsible for Monitoring:** Attendance Clerk, Campus Attendance Officer/Assistant Principal, Principal			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: 100% of students will be provided a bully-free and violence-free environment for learning in all classrooms.

Evaluation Data Sources: Reports Documenting Required Trainings and Character Education Presentations

Strategy 1 Details	Reviews		
Strategy 1: Students and staff will participate in the provided "Wylie Way" lessons, relationship surveys, and other character education lessons as provided.	Formative		Summative
	Dec	Mar	June
Strategy's Expected Result/Impact: Students and staff will commit to holding themselves and others to higher character standards and the tenets of the Wylie Way. **Staff Responsible for Monitoring:** District Wylie Way Team, Campus Administrators, Campus Counselors, Teachers			

Strategy 2 Details	Reviews		
Strategy 2: Staff and students will participate in Unity Day, which is a national anti-bullying initiative and subsequent Wylie Way follow-up days.	Formative		Summative
	Dec	Mar	June
Strategy's Expected Result/Impact: Students and staff will develop a deeper understanding of how to identify bullying behavior and how to help anyone that has been a victim of bullying. **Staff Responsible for Monitoring:** District Wylie Way Team, Campus Administrators, Campus Counselors, Teachers			

Strategy 3 Details	Reviews		
Strategy 3: Students will have access to Tip411, an anonymous system for reporting any harmful or dangerous behaviors, and the Wylie ISD online bully report system.	Formative		Summative
	Dec	Mar	June
Strategy's Expected Result/Impact: Students will be able to report any hurtful or harmful behaviors anonymously, which will help campus staff ensure that these behaviors are addressed as soon as possible. **Staff Responsible for Monitoring:** Campus Administrators, Campus Counselors, District Student Services Team			

Strategy 4 Details	Reviews		
Strategy 4: Parker has implemented a campus-wide set of expectations referred to as VIBES. VIBES stands for Valuing ourselves, others, and property; lead with Integrity; create Belonging; stay Engaged; choose Safety. This is posted throughout the school and included as are sign-off on the announcements every day. We will reinforce positive student behavior by nominating students for a VIBES Check.	Formative		Summative
	Dec	Mar	June
Strategy's Expected Result/Impact: This should clarify expectations and provide us all common language to address concerning behavior. **Staff Responsible for Monitoring:** All Campus Staff			

Strategy 5 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 5: We will recognize students for their values through the Jimmy John's Student of the Week Award, Shining the Way Award, and VIBE Checks. **Strategy's Expected Result/Impact:** Recognize and reinforce positive student behavior. **Staff Responsible for Monitoring:** All Campus Staff			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 1: At the end of the 2027 Accountability Cycle, Parker Junior High will earn at least a 70 in Domain I, which will scale to an A in Student Achievement.

Evaluation Data Sources: 2027 STAAR Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Throughout the school year, teachers, administrators, and additional C&I staff will analyze assessment data, including district unit assessments, common formative assessments, MAP, Checkpoints, etc. **Strategy's Expected Result/Impact:** Teachers will have a greater understanding of their students' progress and be able to intervene so that students can meet appropriate grade level expectations. **Staff Responsible for Monitoring:** Teachers, Campus Administrators, District C&I Staff			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 2: At the end of the 2027 Accountability Cycle, at least 72% of students will demonstrate growth in Math STAAR and at least 82% of students will demonstrate growth on RLA STAAR in Domain II.

Evaluation Data Sources: STAAR 2026 Data, STAAR 2027 Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Staff will participate in consistent data discussions while collaborating within their Professional Learning Community to ensure that all students are exposed to challenging and rigorous curriculum. **Strategy's Expected Result/Impact:** Students will maintain or increase their performance level from 2025 STAAR to 2026 STAAR in both RLA and Math after being exposed to quality and high-level instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teaching Staff, Learning Specialists			

Strategy 2 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 2: Staff members will utilize WIN Time to provide individualized, targeted intervention and extension support to students based on their assessment data throughout the 2026-2027 school year. **Strategy's Expected Result/Impact:** Teaching staff will be able to reduce students' learning gaps and improve understanding. **Staff Responsible for Monitoring:** Campus Administrators, Teaching Staff			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 3: At the end of the 2027 Accountability Cycle, all student groups reported in Domain III will exceed the interim target for the 2026-2027 school year.

Evaluation Data Sources: STAAR Test Results, PEIMS Demographic Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Campus staff will analyze assessment data throughout the school year by student group. **Strategy's Expected Result/Impact:** Campus administrators and teaching staff will be aware of which student groups are meeting these targets throughout the year and will be able to intervene with students that are not performing at the expected performance level. **Staff Responsible for Monitoring:** Campus Administrators, Teaching Staff, Learning Specialists			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 4: Increase Performance of At-Risk Students: Parker Junior High Students served in Special Education will improve performance on RLA STAAR to 45% Meets/Masters and on Math STAAR to 35% Meets/Masters.

Evaluation Data Sources: 2027 STAAR Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Strategic, kid-by-kid data analysis on assessments throughout the school year to ensure effective placement in small groups during WIN Time. **Strategy's Expected Result/Impact:** Students will receive more individualized, targeted instruction based on their unique needs. **Staff Responsible for Monitoring:** Teachers, Campus Administrators			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 5: By the end of the 2026-2027 school year, 90% of families will agree that they had meaningful opportunities to be involved on our campus.

Evaluation Data Sources: 2026-2027 Climate Survey Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Staff at Parker Junior High will routinely and consistently provide opportunities for families to volunteer and participate in various campus activities and settings. **Strategy's Expected Result/Impact:** If parental and family engagement increases, students will feel more supported, and families will feel more connected to the students' experiences. **Staff Responsible for Monitoring:** Teachers, Coaches, Directors/Sponsors, Campus Administrators, Campus Counselors, Campus Support Staff			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 6: By the end of the 2026-2027 school year, 60% of economically disadvantaged students will perform at the Meets or Masters performance level.

Evaluation Data Sources: 2027 STAAR Data

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 7: By the end of the 2026-2027 school year, the percent of emergent bilingual students earning meets or masters will increase to 50%.

Evaluation Data Sources: 2027 STAAR Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Classroom teachers will work with ESL Support Staff to ensure that students LPAC accommodations and supports are provided routinely and effectively in all of their classes. **Strategy's Expected Result/Impact:** After targeted and intentional interventions, emergent bilingual students will perform better on STAAR assessments at the end of the 2026-2027 school year. **Staff Responsible for Monitoring:** Classroom Teachers, ESL Teachers, Campus Administrators, Campus Counselors, District Special Services Staff			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 8: By the end of the 2026-2027 school year, students receiving dyslexia services will improve their STAAR achievement score by 5%.

Evaluation Data Sources: 2027 STAAR Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: At the end of each term, campus administrators and counselors will meet with dyslexia support staff to review student performance on district assessments, checkpoints, and MAP. **Strategy's Expected Result/Impact:** Targeted and intentional instructional strategies will improve student performance. **Staff Responsible for Monitoring:** Teachers, Dyslexia Therapists, Campus Administrators, Campus Counselors			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 9: 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	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		Summative
	Dec	Mar	June

Strategy 2 Details	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		Summative
	Dec	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: 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.	Formative		Summative
	Dec	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: 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		Summative
	Dec	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Throughout the 2026-2027 school year, 100% of students at Parker Junior High will participate in at least one extra-curricular program, including Fine Arts, Athletics, or CTE Pathway.

Evaluation Data Sources: Enrollment Data in Skyward

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: During the enrollment process, staff members will verify that students are selecting at least one of these courses/programs. **Strategy's Expected Result/Impact:** Students will be exposed to a more well-rounded curriculum and provide them with real-world experiences that will help prepare them for life beyond high school. **Staff Responsible for Monitoring:** Campus Counselors, Campus Administrators			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Throughout the 2026-2027 school year, 100% of our campus staff will be fully certified and highly qualified to teach their content area/grade level.

Evaluation Data Sources: SBEC Teacher Certification Records, Applicant Transcripts

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Campus administrators will verify teacher certifications and educational background before recommending them for hire. **Strategy's Expected Result/Impact:** Highly qualified and certified staff members will be able to provide more effective instruction to students. **Staff Responsible for Monitoring:** Campus Administrators, District Human Resources Staff			

Strategy 2 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 2: Campus Administrators will monitor participation in ongoing trainings and ensure that staff members maintain required certifications, including GT Hours, ESL certifications, CPI/Ukeru behavior support training, etc. **Strategy's Expected Result/Impact:** Staff members will be more highly qualified for their teaching positions. **Staff Responsible for Monitoring:** Campus Administrators, District Curriculum & Instruction Staff Members			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Throughout the 2026-2027 school year, campus administrators will present at least one highly effective, research-based strategy at every staff professional development session.

Evaluation Data Sources: Professional Development Agenda/Planning Docs

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Campus Administrators will implement and model strategies shared by the learning specialist team during Instructional Focus Meetings throughout the 2026-2027 school year. **Strategy's Expected Result/Impact:** Staff will improve their instructional practices and implement highly effective, research-based strategies, which will improve student outcomes. **Staff Responsible for Monitoring:** Campus Administrators			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Throughout the 2026-2027 school year, 100% of our classes will follow recommended student-to-teacher ratios from the Human Resources Department.

Evaluation Data Sources: Staffing Guidelines, Skyward Course Master Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Class sizes will be monitored at the end of each term to ensure that they remain within the recommended ratios provided by the Human Resources team. **Strategy's Expected Result/Impact:** All students will receive instruction in classes that are not overcrowded and will see improved grades due to teachers maintaining effective classroom management. **Staff Responsible for Monitoring:** Campus Administrators, Campus Counselors, District Human Resources Staff Members			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1: During the second semester of their eighth grade year, 100% of students will complete a four-year plan that maps out their course requirements and selections for high school.

Evaluation Data Sources: Wylie ISD Academic Planning Guide, Wylie ISD #ihaveaplan Endorsement Guidebook, Skyward Gradebook

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Guidance counselors will work with students to discuss the endorsement pathway options and help them determine which pathway is most appropriate for them. **Strategy's Expected Result/Impact:** Students will be able to identify the endorsement pathway that is most closely aligned with their future goals. **Staff Responsible for Monitoring:** Campus Counselors, Campus Administrators, Teaching Staff, District Counseling Staff			

Strategy 2 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 2: At the end of the first semester, Wylie ISD will provide an Endorsement Preview Day on our campus where students can learn more about the available pathways and interact with students that are already participating in them. **Strategy's Expected Result/Impact:** Students will make more appropriate decisions when choosing an endorsement pathway in high school. **Staff Responsible for Monitoring:** Campus Counselors, Campus Administrators, Teaching Staff, District Counseling Staff			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: During the 2026-2027 School Year, an armed security guard or School Resource Officer (SRO) will be on campus daily.

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: Our campus SRO assists with monitoring hallways, conducting door checks and supporting campus administrators during investigations as needed based on the severity of the situation. **Strategy's Expected Result/Impact:** Student behavior concerns will decrease due to the presence of our campus SRO. **Staff Responsible for Monitoring:** Campus Administrators, SROs, District Safety & Security			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 8: Celebrate our excellence.

Performance Objective 1: Throughout the 2026-2027 school year, we will celebrate student and staff accomplishments in academics, extra-curricular activities, character education, instruction, and performances.

Evaluation Data Sources: Skyward Gradebook, Performance Updates from Teachers, Coaches, Sponsors, Directors, and Administrators

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
Strategy 1: We will utilize newsletters, announcements, ParentSquare, and social media platforms as well as awards assemblies to celebrate student and staff achievements throughout the school year. **Strategy's Expected Result/Impact:** Increased Support and Participation from Students, Staff, Parents, and the Overall Community **Staff Responsible for Monitoring:** Campus Administrators, Campus Counselors, Teachers, Coaches, Sponsors, and Directors			

 No Progress  Accomplished  Continue/Modify  Discontinue