Wylie Independent School District

Wylie High School

Accountability Rating: A

Distinction Designation:
Academic Achievement in Mathematics, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

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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.

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Comprehensive Needs Assessment

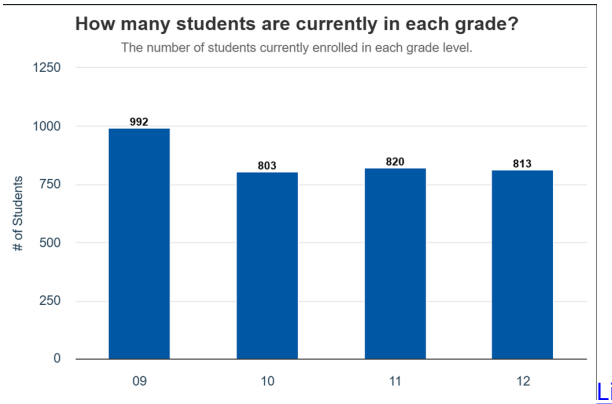
Needs Assessment Overview

Summary

The At-Risk, Emergent Bilingual population and Economically Disadvantaged population continues to increase at both Wylie East High School and Wylie High School. As overall enrollment increases the high schools are looking for alternative options to address our most at-risk students through project based learning and school reform.

Demographics

Summary



Link to School demographics and teacher Breakdown (TEA)(2025-26)

Link to Performance Outcomes 2025-26

Teacher retention/recruitment/experience & teacher-student ratios.

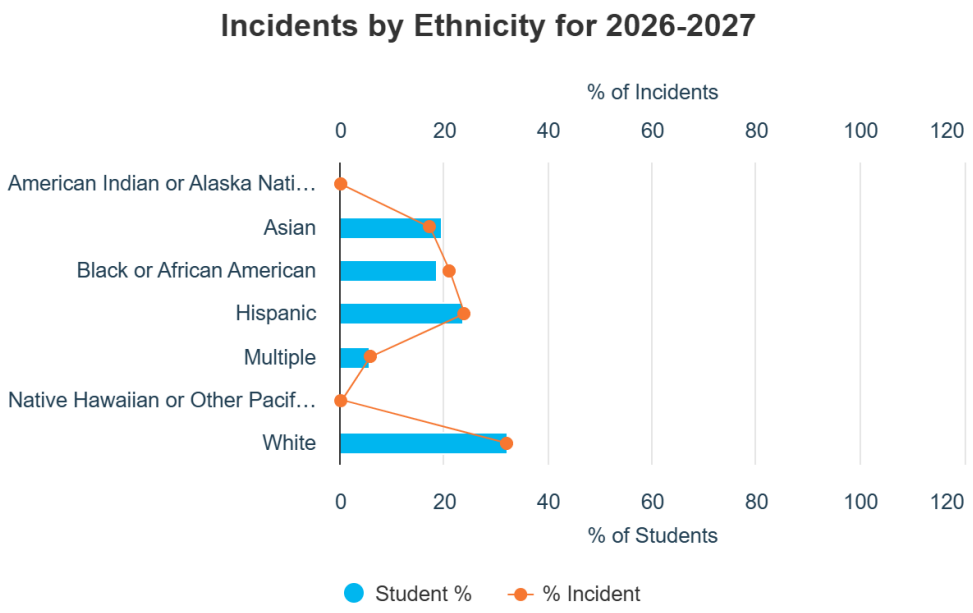
	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**221.9**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	198.3	89.4%	63.8%	63.9%
Teachers	173.1	78.0%	50.8%	48.3%
Professional Support	17.5	7.9%	10.0%	11.1%
Campus Administration (School Leadership)	7.6	3.4%	2.5%	3.3%
Educational Aides	23.6	10.6%	13.7%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	8.0	4,187.0
Part-time Librarians	1.0	n/a	1.0	651.0
Full-time Counselors	9.0	n/a	44.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**43.0**	**19.4%**	**30.3%**	**54.4%**
Teachers by Ethnicity				
African American	9.2	5.3%	5.7%	12.6%
Hispanic	15.6	9.0%	10.6%	30.1%
White	138.2	79.9%	79.1%	53.4%
American Indian	2.0	1.2%	0.6%	0.3%
Asian	5.0	2.9%	2.2%	2.1%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	3.0	1.7%	1.7%	1.3%
Teachers by Sex				
Males	76.5	44.2%	22.2%	24.5%
Females	96.5	55.8%	77.8%	75.5%
Teachers by Highest Degree Held				
No Degree	2.3	1.3%	1.9%	2.5%

Bachelors	107.8	62.3%	70.6%	71.7%
Masters	59.0	34.1%	26.8%	24.9%
Doctorate	4.0	2.3%	0.6%	0.8%
Teachers by Years of Experience				
Beginning Teachers	11.7	6.7%	14.3%	8.7%
1-5 Years Experience	39.2	22.7%	23.8%	27.4%
6-10 Years Experience	39.1	22.6%	19.9%	20.2%
11-20 Years Experience	50.5	29.2%	26.2%	27.1%
21-30 Years Experience	27.1	15.7%	14.1%	13.7%
Over 30 Years Experience	5.4	3.1%	1.7%	3.0%
Number of Students per Teacher	17.9	n/a	15.4	14.7

Staff Information	Count	Percent
Administrative Support	24	10.21%
Teacher	189	80.43%
Educational Aide	22	9.36%
Auxiliary	0	0.00%

Campus Staff

Campus	Staff					Teacher											
	Principals	Administrative Support		Educational Aide		SnapShot		Retention From Prior Year		Mobility New to Campus		Mobility Left Campus		New to District		Left District	
		Count	FTE	Count	FTE	Count	FTE	Count %	FTE %	Count %	FTE %	Count %	FTE %	Count %	FTE %	Count %	FTE %
High Schools																	
(043914001) - Wylie H S	Brian Alexander	24	23.03	22	23.81	189	179.41	80.97	83.49	2.71	1.42	2.71	0.99	19.02	19.95	16.30	18.28



Strengths

- Student enrollment has maintained steady growth with an increase increase for the past five years.
- WHS has 63% of our student population comprise of minority subgroups.

- Eco Dis - 28.65%
- Staff retention is high and a wide variety of staff experience.

Student Learning

Summary

Wylie High School: Key Findings

Overall Performance

- **Overall Rating: A — 93/100**
- Wylie HS's score is **above the Texas average of 81.3** and above the average for schools with a similar percentage of economically disadvantaged students (**88.0**).
- The overall score has remained consistently strong, increasing from **91 in 2021–22 to 93 in 2025–26**.

Area	Score	Rating	Key Finding
Student Achievement	**92**	A	Strong academic performance across subjects
School Progress	**89**	B	Positive progress, increasing 2 points from the previous year
Closing the Gaps	**94**	A	Strong performance in closing achievement gaps
Academic Growth	**82**	B	Area with additional opportunity for growth
Relative Performance	**89**	B	Performance is strong relative to comparable schools

STAAR Performance

One of the clearest strengths is the percentage of students reaching the **Meets** and **Masters** levels across all subjects:

- **82%** of students achieved **Meets Grade Level or above** across all subjects.
- **42%** achieved **Masters Grade Level**.
- In **Math**, 79% reached Meets and **44% reached Masters**.
- Compared with schools serving a similar economic population, Wylie HS was **16 percentage points higher at Meets** and about **8 points higher at Masters** across all subjects.
- Math was particularly strong: Wylie HS was **19 points higher at Meets** and **15 points higher at Masters** than similar schools.

The data also show particularly strong overall performance in **Math and Science**. For example, 96% of students approached grade level in Math, while 97% approached grade level in Science.

An Important Area for Continued Focus

While overall achievement is very strong, the data point to **academic growth and reading mastery as areas worth continuing to monitor**. Academic Growth received an **82**, compared with the 92 Student Achievement score. Reading Masters performance was also lower than the comparable-school average, with **24% of students reaching Masters**.

Overall Summary for a Campus Report

Wylie High School continues to demonstrate strong academic performance, earning an A rating with a score of 93 out of 100. Student Achievement (92) and Closing the Gaps (94) are significant strengths, while School Progress increased from 87 to 89. Across all subjects, 82% of students achieved Meets Grade Level and 42% achieved Masters, with performance exceeding comparable schools at both levels. Mathematics was particularly strong, with 79% of students reaching Meets and 44% reaching Masters. The data also indicate opportunities to continue strengthening academic growth and the percentage of students reaching Masters in reading. Overall, the results reflect a high-performing campus with strong achievement and continued opportunities to move more students from proficiency toward advanced levels of performance.

Wylie High School's School Progress score increased from 87 to 89 in 2025–26, earning a B. Relative Performance was also 89, placing WHS well above schools with similar economic demographics. Academic Growth was 82, indicating that while students are performing at high levels, continued attention to accelerating year-to-year growth is an important opportunity. The data reinforce

the importance of our PLC focus on identifying what students need when they haven't learned a TEK and providing meaningful extension when students have already mastered the learning.

Strengths

For 2018, English I was 31% above the State in Meets and English II was 26% above the State. US History was 27% above the State at the masters level. Biology was 30% above the State at the Master's level. Algebra was 21% above the State at the Meets level.

WHS is in the top quartile of 40 "like" schools in attendance rate, Student Growth in Math, EOC performance at the masters level Algebra I, English II,Biology, and US History, Q1 in Student Progress, Closing the Gap, and 4 year longitudinal Graduation rate.

WHS earned five distinctions.

School Processes & Programs

Summary

Wylie High School administration actively recruits and selects highly qualified candidates for every job vacancy. WHS promotes a "family" climate in which job satisfaction and optimum performance are achieved.

Teachers are evaluated through TTESS and Goal Setting. Walk-through data is accumulated through Strive. Each teacher will receive at least five walk thrus per semester.

Strengths

All AP and Pre-AP teachers are AP/PAP certified.

Relevant, by subject, professional development is available through the district. Teachers have access to professional development through Eduphoria. Teachers also have the avenue of obtaining professional development outside the district with prior approval.

Wylie High School teachers have on-line access to their students' achievement data as well as the curriculum (TRS and College Board). TRS curriculum is tightly aligned with state standards. During the Professional Learning communities (PLCs) the teachers have the opportunity to examine the students' progress on Unit assessments and state assessments by objectives to help all learners be successful. Students have opportunity to access textbooks with use of Chrome books online.

Perceptions

Summary

Wylie High School is focused on student success with a great emphasis on developing solid relationships with students and faculty. Student's academic needs are the center point of weekly Professional Learning Communities (PLCs) designed to interpret student data and improve instruction. Fostering an atmosphere where students feel safe and secure while exhibiting school pride and enthusiasm is deemed paramount. An organizational focus is to encourage and empower staff to take ownership in the success of every student and to actively participate in the vision of Wylie High.

Strengths

- Wylie High School graduation and completion rate continues to increase.
- Continued work on helping students feel at ease to report bullying.
- High number of students participating in extra-curricular activities, clubs and organizations.
- Students develop strong relationships with adults on campus.
- Wylie High School benefits from the strong relationship with the community.
- There is a system in place to help monitor and grow appropriate student /staff relationships.
- Though first year teachers are rare, they are highly mentored by the district as well as WHS. The mentors check on the new teachers on a weekly basis and are their point of contact, along with their department chair, for any needs.

Goals

Goal 1 Foster a strong sense of 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 Source: Student Surveys
Student Hope Scores

Strategy 1

Plan and implement Wylie Way and Relationship-building activities into the classroom at least once per nine weeks.

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

Staff Responsible for Monitoring: Admin, Wylie Way Team, Teachers

Formative Reviews

December	March	June

Strategy 2

Students will participate in a Character Survey to measure character, social-emotional learning, and bullying.

Strategy's Expected Result/Impact: Gain data on students' mental health and character development.

Staff Responsible for Monitoring: Wylie Way Committee

Formative Reviews

December	March	June

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 Source: Discipline referrals and tip411
Meeting Agendas

Strategy 1

WHS will utilize anonymous reporting systems for students to share concerns related to bullying, violence, racism and harassment.

Strategy's Expected Result/Impact: Increased awareness and concerns addressed promptly

Staff Responsible for Monitoring: Students and Admin

Formative Reviews

December	March	June

Strategy 2

WHS will implement use of LineWize 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.

Strategy's Expected Result/Impact: Active monitoring and timely response

Staff Responsible for Monitoring: Administration and counselors.

Formative Reviews

December	March	June

Performance Objective 3

WHS encourages all students to attend school regularly and on time.

Evaluation Data Source: Attendance records

Strategy 1

WHS will place students on attendance contracts, and actively monitor student attendance, notifying parents of concerns early to establish and intervention plan.

Strategy's Expected Result/Impact: Increased daily attendance.

Staff Responsible for Monitoring: Administration and attendance clerk.

Formative Reviews

December	March	June

Strategy 2

WHS will use the Tardy Eliminator program to better track student data and issue consequences.

Strategy's Expected Result/Impact: Real-time data, quicker intervention for students

Staff Responsible for Monitoring: Assistant Principals

Formative Reviews

December	March	June

Goal 2

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

Performance Objective 1

WHS will obtain 7 out of 7 distinctions as well as obtain an A in the state accountability system.

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

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

Formative Reviews

December	March	June

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.

Formative Reviews

December	March	June

Strategy 3

WHS students will reach a Student Achievement score for domain one of a 76 (scaled is 94).

Strategy's Expected Result/Impact: Maintain performance in EOC testing

Staff Responsible for Monitoring: Teachers, admin and learning specialist.

Formative Reviews

December	March	June

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

Formative Reviews

December	March	June

Performance Objective 2

By the end of this school year, at least 42% of students will meet the state target on TELPAS.

Evaluation Data Source: TELPAS

Strategy 1

EB training in PLC for instructional strategies

Strategy's Expected Result/Impact: Increased ability to implement strategies for EB students

Staff Responsible for Monitoring: Teachers and Ms. Enerida Demirazi and Mrs. Chasa Bezner

Formative Reviews

December	March	June

Strategy 2

Additional tutorials for students offered Tuesday 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: AP Shivon Loya and teachers

Funding Sources: State Comp Ed, $9,000

Formative Reviews

December	March	June

Strategy 3

Lexia Reading program implemented on campus.

Funding Sources: $3,000

Formative Reviews

December	March	June

Performance Objective 3

WHS will provide accelerated instruction/at-risk students by creating custom graduation plans for each student.

Evaluation Data Source: Graduation rates

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 Reviews

December	March	June

Performance Objective 4

WHS will increase parental involvement and engagement.

Evaluation Data Source: Climate survey

Strategy 1

WHS will include families on communication regarding student progress related to grades, attendance, course selection and future planning.

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.

Staff Responsible for Monitoring: Admin and counselors

Funding Sources: State Comp Ed, $100

Formative Reviews

December	March	June

Performance Objective 5

WHS will address needs of economically disadvantaged and EB students through outreach programs.

Evaluation Data Source: Attendance, grades, assessment data

Strategy 1

Additional academic support will be provided after school once 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 Reviews

December	March	June

Performance Objective 6

WHS will provide services for students identified with dyslexia.

Evaluation Data Source: Student grades and assessment data

Strategy 1

Students will be provided school day services on campus, and teachers will receive training related to instructional methods for students with dyslexia.

Strategy's Expected Result/Impact: Increased awareness and accessibility for all students.

Staff Responsible for Monitoring: Dyslexia teacher

Formative Reviews

December	March	June

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 Source: 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

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 Reviews

December	March	June

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 Reviews

December	March	June

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

Performance Objective 1

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

Evaluation Data Source: Community service projects.

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 Reviews

December	March	June

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 Reviews

December	March	June

Performance Objective 2

WHS will provide several clubs and organizations for students.

Strategy 1

Clubs will be promoted through communications.

Strategy's Expected Result/Impact: List will be public, and students will have access to propose new clubs.

Staff Responsible for Monitoring: AP - Allyson Wallace

Formative Reviews

December	March	June

Performance Objective 3

Recognize and celebrate student academic performance.

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

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 Reviews

December	March	June

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 Reviews

December	March	June

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

Performance Objective 1

Appreciate teachers once a month with small gestures of appreciation, and words of encouragement

Evaluation Data Source: Campus Climate Survey

Strategy 1

Meet monthly to plan teacher appreciation. Offer activities or tokens of appreciation twice per month.

Strategy's Expected Result/Impact: Increased moral

Staff Responsible for Monitoring: Teacher Appreciation Committee

Formative Reviews

December	March	June

Performance Objective 2

Nominate staff of the month

Evaluation Data Source: Surveys from staff nominations

Strategy 1

Staff will select staff of the month, and they will be provided positive feedback from coworkers, teachers and administration.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Performance Objective 3

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

Evaluation Data Source: Participation in curriculum professional development

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 Reviews

December	March	June

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 Reviews

December	March	June

Performance Objective 4

100% of new teachers will receive support and mentoring from veteran staff members.

Evaluation Data Source: New teachers summative conferences and walkthrough data

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.

Strategy's Expected Result/Impact: Teachers will develop relationships on campus, and seek assistance when needed.

Staff Responsible for Monitoring: Campus Lead Mentors; Campus Mentors

Formative Reviews

December	March	June

Performance Objective 5

By the end of the 26-27 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.

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: English Department's Supervising Administrator

Formative Reviews

December	March	June

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: Administrator Supporting English & District ESL Support

Formative Reviews

December	March	June

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

Performance Objective 1

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

Evaluation Data Source: Walkthrough data

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.

Strategy's Expected Result/Impact: Engagement and timely use of technology.

Staff Responsible for Monitoring: Admin and campus technology

Formative Reviews

December	March	June

Performance Objective 2

100% of new teachers will receive support and mentoring from veteran staff members.

Evaluation Data Source: Walkthrough data

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.

Staff Responsible for Monitoring: Campus Lead Mentors

Formative Reviews

December	March	June

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.

Staff Responsible for Monitoring: Campus Mentors

Formative Reviews

December	March	June

Performance Objective 3

Monitor and maintain class sizes that are proportionate across disciplines.

Evaluation Data Source: Class rosters

Strategy 1

Ensure class sizes are not proportionately uneven across disciplines to ensure students have access to sounds instructional practices.

Strategy's Expected Result/Impact: Level class sizes

Staff Responsible for Monitoring: Counselors

Formative Reviews

December	March	June

Goal 6

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

Performance Objective 1

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

Strategy 1

Proctor exams for students at no cost to family

Strategy's Expected Result/Impact: Increase performance

Staff Responsible for Monitoring: Campus Testing Coordinator & Admin

Formative Reviews

December	March	June

Performance Objective 2

Connect students to resources related to college admissions and payment for college.

Evaluation Data Source: Student Acceptance

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 Reviews

December	March	June

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 Reviews

December	March	June

Performance Objective 3

WHS will address retention and dropout prevention.

Evaluation Data Source: Graduation rates

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 Reviews

December	March	June

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

Performance Objective 1

The campus exterior will be regularly checked for security.

Evaluation Data Source: Door Check Logs

Strategy 1

The campus security team will conduct weekly door checks to ensure the building is secure.

Strategy's Expected Result/Impact: Door Check Logs

Staff Responsible for Monitoring: Campus Security Team

Formative Reviews

December	March	June

Strategy 2

The security team will follow a supervision rotation throughout the day to ensure all areas are covered and monitored. This includes one security guard monitoring the cameras.

Formative Reviews

December	March	June

Performance Objective 2

The campus will practice emergency procedures to increase preparedness.

Evaluation Data Source: Drill Completion Reports

Strategy 1

The campus will conduct their drills in a timely manner and debrief afterwards to discuss any areas of improvement.

Strategy's Expected Result/Impact: Students and staff area prepared and trained in the event of an emergency situation.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Performance Objective 3

Students will demonstrate safe behavior towards themselves and others.

Evaluation Data Source: Linewise Reports & Threat Assessments

Strategy 1

The administration team will monitor LINEWISE alerts to quickly identify any violent or threatening student behavior happening online.

Strategy's Expected Result/Impact: Threat assessment numbers will decrease, and overall student safety will increase.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Performance Objective 4

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

Evaluation Data Source: Daily Communication and updates with Wylie PD

Strategy 1

Partner with SROs for student discipline that includes possible criminal conduct.

Strategy's Expected Result/Impact: Appropriate and law compliant investigations.

Staff Responsible for Monitoring: All administrators

Formative Reviews

December	March	June

Strategy 2

Partner during all safety drills.

Strategy's Expected Result/Impact: Execution of appropriate safety measures in the event of an emergency.

Staff Responsible for Monitoring: Safety & Security Team

Formative Reviews

December	March	June

Goal 8 Celebrate our excellence.

Performance Objective 1

Maintenance of Facebook and Instagram pages for the campus.

Evaluation Data Source: Number of followers

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 Reviews

December	March	June

Performance Objective 2

Select weekly student for recognition of campus values

Evaluation Data Source: Teacher Nominations

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 Reviews

December	March	June

Performance Objective 3

Shining the Way student character awards are nominated by teachers every grading term.

Evaluation Data Source: Teacher recognition.

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.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

December	March	June

Funding Summary

Funding Summary

State Comp Ed

Goal	Performance 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**