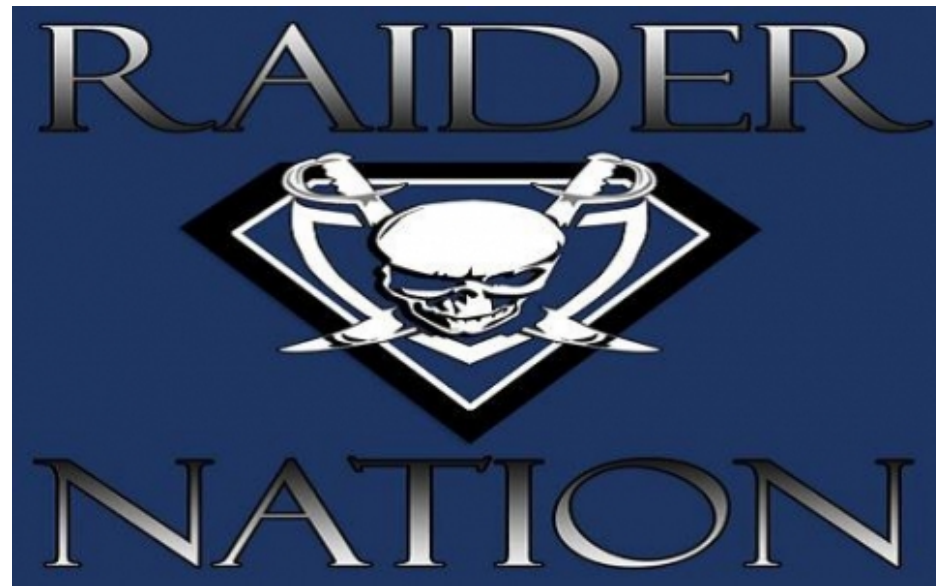


Wylie Independent School District
Wylie East High School
2018-2019 Campus Improvement Plan



Mission Statement

Wylie East High School Vision Statement

As members of the Raider Nation we will strive to:

1. Encourage lifelong learning in all students;
 2. Prepare all students for college and career readiness;
 3. Show compassion through selflessness and empathy;
 4. Inspire and model servant leadership to support the community and meet real world challenges.
- In achieving this vision all members of the Raider Nation will become informed and concerned citizens.

Vision

Wylie East High School Mission Statement

The mission of Wylie East High School, in partnership with the community, is to develop the potential of our students to achieve academic success and become responsible leaders.

Value Statement

We believe...

... all people can learn.

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

... in establishing high expectations and achieving academically.

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

... everyone should be recognized for successes.

... in finding success outside the classroom.

... in open communication.

Comprehensive Needs Assessment

Demographics

Demographics Summary

WEHS student population is made up of 12% African American, 5.3 % Asian, Hispanic 26.3 %, White 52.8%. The campus is 25.1% Economically Disadvantaged, 3.7 % English Learners, and 9.9 % receive Special Education services. The attendance rate is 95.8%. The campus is 49.9% male and 50.1% female. The campus has 1846 students enrolled with a staff of 148.

Demographics Strengths

The four year graduation rate is 97.8 % . The campus earned 5 out of 7 academic distinctions(Academic Achievement in Math, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Comparative Academic Growth, Top 25%: Comparative Closing the Gaps).

Student Achievement

Student Achievement Summary

WEHS students performed above state averages in in the spring of 2018 on EOC. The information provided below gives the details of how students scored. The End of Course exams for WEHS students showed the following information during the 2018 school year. The state has three areas in which a campus is judged in overall performance.

Studnet Achievement- 90 out of 100

School Progress- 83 out of 100

Closing the Gaps-96 out of 100

MASTERS GRADE LEVEL

32%

District Raw Score: 40%

Reading

11%

District Raw Score: 33%

Math

39%

District Raw Score: 45%

Science

46%

District Raw Score: 45%

Social Studies

59%

District Raw Score: 55%

MEETS GRADE LEVEL

MEETS GRADE LEVEL

73%

District Raw Score: 71%

Hide Raw Scores by Subject

Reading

65%

District Raw Score: 66%

Math

69%

District Raw Score: 74%

Science

81%

District Raw Score: 74%

Social Studies

86%

District Raw Score: 77%

APPROACHES GRADE LEVEL

Reading

81%

District Raw Score: 88%

Math

94%

District Raw Score: 94%

Science

97%

District Raw Score: 93%

Social Studies

98%

90%

The campus overall performance grade was met standard with a number grade of 92 out of 100.

WEHS students take both the ACT and SAT test. The numbers below indicate that WEHS students are above the state and national average in all subject areas.

ACT Scores

English-19.7

Math-21.7

Reading-21.1

Science-21.4

Composite Score-21.5

Each of the scores are above the state average

SAT

55% of WEHS Seniors took the SAT.

1079 was the mean score for students from WEHS. The state mean was 1019. 51% of the students that took the SAT met standard on both benchmarks. 76% of students met the ERW standard. 54% met the Math standard.

AP Test

- In 2018 475 different students took AP Exams.
- In 2018 WEHS administered 871 AP Exams.
- The mean score for WEHS was a 2.56 and the state mean score was a 2.57. The national mean score was a 2.87.

-National Merit Scholars Program

Six WEHS students qualified for recognition. Two students have been named National Semi-Finalists.

Student Achievement Strengths

WEHS campus earned an overall score of a 92 out of 100 on the state rankings. The campus earned five out of 7 academic distinctions. Academic Achievement in Math, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Comparative Closing the Gaps, Top 25% Comparative Academic Growth

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Increase the mean score on the WEHS AP Exam scores.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate at WEHS is healthy and robust. Many clubs and organizations can be found on campus that provide students the opportunity to take part in many activities. The campus has a emphasis on the importance of giving back to the community, and as a result, scores of WEHS students are active in community service projects. We have a wide range of extra curricula groups where students can be involved. Our parents are involved in many parent support groups from PTSA and booster clubs. Last spring our campus climate survey confirmed previous years surveys that our staff, parents and students are happy with the WEHS.

School Culture and Climate Strengths

WEHS has over 25 clubs and organizations that are active. Each year they are required to perform at least one community service project each semester. The WEHS Student Council has been selected as a recognized council for the work the do on campus. WEHS has a strong academic support clubs with National Honor Society with over 200 members. The National Spanish Honor Society is active and contributes to the overall positive nature of the campus. Booster clubs have formed in athletics, band, drill team, ROTC, FFA and provide parental leadership and support in the form of time, scholarships and money to help fund the groups.

We recognize our students for academic success, community service, and character at end of each grading period with the Raiders Honor Luncheon. At this luncheon, we present awards and certificates to all students. The students that make the A Honor Roll are presented with a yard sign to put in their yard at home.

At WEHS, we are blessed to have a growing PTSA. Many of these parents are involved with other groups on campus. They do an outstanding job taking care of our staff members. The staff has a 100% membership in the campus PTSA.

The campus leadership meets with staff, and student representatives to gain input on matters of importance to each group.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at WEHS is made up of over 150 teachers, instructional aides, clerical staff which provide services to 1850 students. The campus has enjoyed steady growth in the teaching staff since opening in 2007, when we opened with 59 teachers and 800 students. Each professional staff member is considered to be highly qualified by the state and national government standards. The campus is served by four certified, full time counselors who address academic planning and individual and group emotional needs. WEHS is served by a full time school nurse and a full time nursing assistant. The campus has twelve clerical positions that work as student service assistants, registrars, and receptionist. Our staff turn over has been very low over the years.

Staff Quality, Recruitment, and Retention Strengths

The strengths of the WEHS staff would be that each teaching staff member is highly qualified in their selected field.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

WEHS has successfully been able to provide quality instruction to the students on campus as a result of a combination of factors. The district curriculum has provided a tightness to instruction that was needed. WEHS uses the common unit assessments which give us good feedback on instruction in the classroom. The common assessments have allowed WEHS staff the chance to work and examine data from the test to plan common lessons and activities. Another key element of WEHS instructional effectiveness is the PLC structure which is used in each core area. The administrative team does an outstanding job in leading and directing PLC's. This is made possible as a result of the common planning time that is built into the academic schedule for all core courses. The administrative leadership is out and in the classrooms weekly monitoring instruction. Lastly, the role of the instructional specialist is a key to instructional effectiveness. Each specialist brings experience and leadership that allows them to model effective lessons and guide the conversations about instruction.

Curriculum, Instruction, and Assessment Strengths

The PLC structure is a key element of effective planning and instruction. Teachers are not on an island. They are a learning community with other that allows them to plan, discuss, and analyze data that impacts instruction. This would not be possible with out the common planning periods which allow the teachers time during the academic day to have serious and meaningful discusses about teaching and learning.

Parent and Community Engagement

Parent and Community Engagement Summary

WEHS Family and Community Involvement is healthy. A number of groups on campus have parent booster clubs that are very active in the lives of each group. The ROTC, Athletics, Band, Drill team, FFA each have a strong representation of parents which are involved in providing support to the programs. The WEHS PTA is active with a strong core group of parents which are involved in directing and organizing events. The PTA is always seeking additional parent and teacher support. During the last school year about 100% of all staff belonged to the PTA.

Parent and Community Engagement Strengths

One of the greatest strengths is the numerous communication tools that are used to keep parents informed. Weekly messages are sent through emails from the principal to parents and students about events and concerns. A weekly newsletter is also included in the message. The campus web site is kept up to date with the most recent news and events so they can be shared with the public. The campus journalism department produces an on line newspaper, blueprint, which is updated most days of the week with the most recent happenings on campus. The campus will use a phone message system to get our urgent news as well. The campus submits news and events to the local newspapers to get the community population at large informed about the things happening on campus.

School Context and Organization

School Context and Organization Summary

Students' perceptions of the WEHS campus reflect that on the parents. According to the most recent campus climate survey, students believe they have an adult they can trust on campus and have a relationship with. The same survey points out the AP's are very consistent in their practices with students. The staff and students point out in the survey the administration is visible, and communicate clear professional goals for the campus. The staff indicate in the survey that 84% of the staff are satisfied with the campus leadership and direction of the campus. Parents point out that an area of improvement for staff could be to improve teacher communication with parents(73%).

School Context and Organization Strengths

The surveys reflect that both stakeholders and students feel welcome and safe on campus. The students and parents indicate in surveys that over 80% believe the students are being prepared for success after high school. The campus has developed specific tutorial opportunities for students before and after school, as well as during the school day.

The Professional Learning Communities process is well organized and functions effectively. The teams do an outstanding job meeting twice each week to plan and review campus and district data. The data that is reviewed helps to drive the instructional focus and direction for each team. Within the PLC's specific plans have been established to address the needs of those students which are struggling with student learning expectations.

We have put into place a one hour lunch in which the campus shuts down. Each day students have a tutorial time built into the lunch hour. Students are able to have tutorials with their teachers at least three days each week. During this time clubs and organizations meet giving students a chance to become part of groups on campus that previously they could not become part of due to practices and transportation.

The campus leadership meets periodically with student and staff leadership council to gain valuable input about student and campus needs.

Technology

Technology Summary

WEHS has numerous types of technology that is available and used on campus. Over 700 computers are in use on campus. Each teacher has a computer in the class room to use. WEHS has six computer labs designed for all classes to use during the school day. Four additional labs are found on campus which are used by specific classrooms for daily instruction of curriculum. All classrooms are equipped with projectors and document cameras. The Media Center has a set of over 25 computers and lab tops can be checked out and used by students. The campus has an open wifi network that students and staff can use daily. WEHS is support by a full time technology tech that addresses all technology issues which arise. Classroom teachers are encouraged to use technology in their lessons, as well as having student use technology in the classroom.

Technology Strengths

The strengths for the campus in the area of technology use would be the availability of computers for staff and students to use on campus. The wifi network is very helpful in allowing students to bring their own personal devices and use while at school. Other strengths would be each classroom has a projection system and document camera for instructional use. The campus has a dedicated Apple lab, engineering lab, and video lab that uses the most high level technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Revised/Approved: September 13, 2018

Goal 1: Instill community and ethical values in our students

Performance Objective 1: WEHS will recognize and honor students for giving back to the campus and community.

Evaluation Data Source(s) 1: Students honored during assemblies, luncheons, award ceremonies.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Nine week honor luncheons for academic, citizenship, community service projects by individuals and clubs.		Administration, Counselors, teachers	students that will be recognized each nine weeks. Yard signs will be passed out to students that make the honor roll and Raiders Shine on Twitter			
2) Wylie Way Shining Star students will attend the City of Wylie Luncheons and have their picture posted on the Character Ed Wall of Honor		Principal, Wylie Way teacher leader	Students which attend luncheons and have pictures posted each nine weeks.			
3) Student of the month recognitions		Administration, teachers	increase student morale			
						

Goal 1: Instill community and ethical values in our students

Performance Objective 2: WEHS will provide opportunities for students to participate in service learning.

Evaluation Data Source(s) 2: Hours earned in Raiders in Service, community service projects completed by clubs and organizations from WEHS.

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS students may take part in Raiders In Service, a campus based community service group in which students can earn community service hours and be rewarded with a graduation cord for their service.		Administrative leadership, sponsors for Raiders In Service	Hours earned by students taking part in Raiders In Service. Cords earned each spring by students			
2) All clubs and campus organizations required to perform at least one community service project each semester.		Administration, club and organization staffulty leadership	List of service projects that each group is part of will be submitted at the conclusion of each semester			
						

Goal 1: Instill community and ethical values in our students

Performance Objective 3: WEHS will provide a safe and welcoming environment for students, staff, and all stakeholders

Evaluation Data Source(s) 3: Students, staff, and stakeholder survey will show a 5% increase in their feelings on safety and a welcoming environment at WEHS.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS will implement and follow a bully prevention plan to ensure students are protected from such incidents		Administration, Counselors, Teachers,	Bully program specifics posted on the campus web site. All staff members are provided bully training before students arrive in August. All counselors, and campus administrators use the district adopted protocol. Tip 411			
2) WEHS will carry out periodic drills to train the staff and students on how to react in case of emergencies.		Administration, Counselors, Teachers	log of drills			
3) WEHS will implement the Wylie Way as a method to encourage students to live and work with others in a respectful manner, and learn to work through challenges they might be faced with in life.		Administration, Counselors, Teachers, ESC staff	Events and activities associated with The Wylie Way. Assemblies on character education.			
4) WEHS will encourage and support the creation of clubs and organizations for students and parental support groups.		Administration, staffulty	number of active clubs and booster groups on campus. The number of students that belong to a club or organization on campus.			
5) WEHS will establish an attendance reward program that will encourage students to improve classroom attendance.		Administration, Staffulty	Attendance percentages, drop out rate, passing rate each nine weeks above 96% is the goal			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 2: 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: WEHS will develop family and community partnerships by improving communication with stakeholders.

Evaluation Data Source(s) 1: WEHS will improve parent and student satisfaction with the campus by 5% points on the climate survey.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Campus principal will use multiple technology tools to improve communication and partnerships between home and school		Campus Principal	communication records to stakeholders			
2) WEHS will post student handbooks, the student code of conduct, and the academic planning guide		administration, web master, counselors	web site links for each item			
3) Maintain Principal's Student Advisory Council, Principal's Faculty Advisory Council		Campus Principal	meetings, sign in sheets, notes from meetings			
4) Host parent/teacher/staff conferences and informational meetings throughout the school year		Administration, Counselors, teachers	meetings that are held throughout the school year.			
5) Teachers will submit communications logs to their appraiser each six week period.		Administration and teachers	improve teacher/parent communication			
						

Goal 2: 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: Ninety-six percent of all Algebra I students will approach grade level on the Algebra I End of Course Exam. Seventy-five percent of all Algebra 1 students will meet grade level on the Algebra 1 End of Course Exam. Forty-four percent of Algebra 1 students will master grade level on the Algebra 1 End of Course Exam.

Evaluation Data Source(s) 2: State of Texas Assessment of Academic Readiness Report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Close monitoring of student performance using Aware, CScope assessment data, prior test performance.		Teachers, math learning specialist.	Passing scores. Growth demonstrated throughout the school year.			
2) Identify low scoring Student Expectations after each unit assessment. Remediation will focus on each student's lowest scoring SEs. Students who failed an assessment will retest over their identified low scoring SEs.		Teachers, testing coordinator, math learning specialist	Assessment scores will improve.			
3) Benchmark assessment administered in January. Tutorials and classroom interventions will be designed based on the benchmark data.		Teachers, testing coordinator, math learning specialist	Lesson plans in Forethought, tutorial plan, number of students attending tutorials.			
4) Students who did not meet standard on the Algebra 1 End of Course Exam will be provided remediation by one on one instruction during power hour.		Math Learning Specialist & outside tutorial teacher.	Students will met standard on the Algebra 1 section of STAAR test. Students are successful on grade appropriate tests and demonstrate grade appropriate written responses.			
5) Tracking radar students as identified by performance on G8 Math STAAR in Spring of 2018. Students will be given preferential seating, extra parent contacts will be made, and unit tests will be examined to track progress throughout the year.	2.6	Lucia Jones, Joe Castleman, Courtney Castleman, Patti Newton, Adam Jacobson	Students will be given extra attention by teachers on a daily basis and maintain best efforts in algebra class. Ideally,all will show expected growth on Algebra I STAAR.			
						

Goal 2: 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: Thirty-six percent of our targeted sub groups in both English 1 and English 2 (Special Education, and Limited English Proficient) will meet approaches grade level on the English 1 and English 2 End of Course exams.

Evaluation Data Source(s) 3: The State of Texas Assessment of Academic Readiness Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students who fall into these sub groups have been identified and given preferential seating during English Class.		Classroom Teacher	Student performance on unit test, benchmark data, and The State of Texas Assessment of Academic Readiness Report.			
2) Students who fall into these sub groups will be closely monitored on unit test and will be assigned individual tutorial times during Thursday Night School. Students areas of weakness will be identified and specific lessons will be designed to target the areas of weakness.		Classroom Teacher, ELA Learning Specialist	Student performance on unit test, benchmark data, and The State of Texas Assessment of Academic Readiness Report.			
	Funding Sources: State Comp Ed - 7680.00					
3) LEP Students will write every Wednesday during ELL class periods and will write a variety of essays in all their core classes to be evaluated by their current English teacher.		Classroom Teachers, administration, ELA Learning Specialist	Student performance on unit test, benchmark data, and the State of Texas Assessment of Academic Readiness Report.			
4) Students who fall into these sub groups and qualify have been identified and placed into a class to bridge the deficits in reading and writing.		Classroom Teacher, ELA Learning Specialist	Student performance on unit test, benchmark data, and the State of Texas Assessment of Academic Readiness Report.			
5) LEP students who have not been successful on the EOC in English 1 or English 2 will be targeted by the English teacher and the ESL teacher. Individual lessons and activities will target deficits.		Classroom Teacher, ESL Teacher, ELA Learning Specialist	Student performance on unit test, benchmark data, and the State of Texas Assessment of Academic Readiness Report.			
6) ELL teachers and Special Education teachers will attend English 1 and 2 PLC's to provide updates and strategies for working with their group of students.		Classroom Teacher, Special Education Teacher, ELL Teacher, Administration	Student performance on unit tests, benchmark data, and the State of Texas Assessment of Academic Readiness Report			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

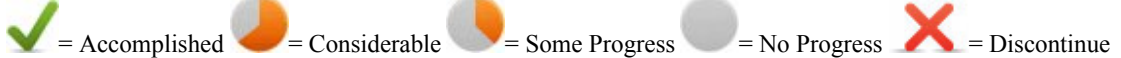
Goal 2: Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 4: 100% APUSH and Dual Credit students will reach the approaching standard on the EOC. 100% will Meet Standard. 90% will Master standard on the EOC

Evaluation Data Source(s) 4: The State of Texas Assessment of Academic Readiness Report.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>1) Effective instructional planning in PLCs--</p> <p>The US History team will review student performance on unit assessments for previous year by specific student expectations to plan for greater student mastery.</p> <p>The team will review/identify academic vocabulary and key terms in the instructional focus document and unit assessments to plan instruction. The instructional focus document and the unit assessments will be aligned to plan for quality instruction emphasizing the SEs and to identify supporting and readiness standards, and social studies skills.</p> <p>The team will plan/design questioning and instructional activities at the level of the verb in the identified student expectations in each unit.</p>		Teachers, learning specialist, and administrator	Students' passing rates, progress throughout the year; individual student performance on unit assessments, district checkpoint, and US History EOC.			
<p>2) Student performance will be monitored utilizing teacher developed formative assessments, district assessments, and performance indicators (PIs). Student performance will be examined by teacher, student expectations, specific students, and sub populations.</p>		Teachers, Learning specialist, testing coordinator, and administrator	Students' scores on unit assessments, teacher developed common assessments, and the district checkpoint will illustrate student gains.			
<p>3) The team will identify low scoring student expectations (SEs) after each district unit assessment. Re-teach/remediation will address individual students' lowest scoring SEs. Students who failed an assessment will complete test corrections or retest over their identified low scoring SEs.</p>		Teachers, Learning specialist, administrator	Students scores on unit assessments and teacher developed common assessments will improve.			

4) A district checkpoint (released US History EOC) will be administered in January. Daily classroom interventions and tutorials (before and after school) will be designed based on student performance on specific SEs.		Teachers (regular education, special education, and ESL teachers), Learning Specialist, and administrator	Team lesson plans/calendar, team tutorial plan, and student attendance at tutoring sessions (EAST, before/after school, and Thursday Night School).			
5) US History teachers will conduct a 5-6 week remediation tutorials for those students who are not demonstrating mastery of the unit assessments or who have not met standard on US HHistory EOC previously.		Learning Specialist, Teachers. Administrator	Increased scores of district assessments and EOC performance.			
						






Goal 2: 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: Ninety eight percent of all Biology students will score at or above the approaches level on the Biology End of Course Exam. Eighty two percent of all Biology students will meet standards on the Biology End of Course Exam. Fifty percent of Biology students will score at the masters level on the Biology End of Course Exam.

Evaluation Data Source(s) 5: The State of Texas Assessment of Academic Readiness Report.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Effective instructional planning in PLCs-- The Biology team will review student performance on unit assessments for previous year by specific student expectations to plan for a greater student mastery. The team will review/identify academic vocabulary and key terms in the instructional focus document and unit assessments to plan vocabulary instruction. The instructional focus document and the unit assessments will be reviewed/compared to plan for instruction at the level of the verb in the SEs and to identify supporting and readiness standards, and science skills. The team will plan/design questioning and instructional activities at the level of the verb in the identified student expectations in each unit.		Team leader, Team members, learning specialist, and administrator	Students' passing rates, progress throughout the year; individual student performance on unit assessments, district checkpoint, and Biology EOC.			
2) Student performance will be monitored utilizing teacher-developed formative assessments and district assessments. Student performance will be examined by teacher, student expectations, specific students, and sub populations.		Team leader, Team members, learning specialist, and administrator	Students' scores on unit assessments, teacher developed common assessments, and the district checkpoint will illustrate student gains.			
3) Teachers will conduct a post-test analysis by teacher and student to identify SE areas of needed improvement. Tutorials and resources will be provided to readdress areas of need before and after school, as well as during Power Hour lunch during the day. Additional EOC remediation and small group tutorials will be offered to radar students to address areas of need individualized by low-scoring SEs. Students who failed an assessment will have the option to retest.		Team leader, Team members, learning specialist, and administrator	Students' scores on unit assessments and teacher-developed common assessments will improve.			


4) A district checkpoint (released Biology EOC) will be administered in January. Daily classroom interventions and tutorials (before and after school and Power Hour) will be designed based on student performance on specific SEs.		Team leader, Team members, learning specialist, and administrator	Team lesson plans/calendar, PLC agendas, team tutorial plan, and student attendance at tutoring sessions (Power Hour, and before/after school).			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: 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: WEHS will establish programs that will help prevent students from dropping out of school.

Evaluation Data Source(s) 6: The campus will reduce the drop out rate by .5% in 2016-2017

Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS will create a program that will target potential first generation college students.		Administration, Staffutly	Establishment of program, number of students that become involved in program.			
2) WEHS will offer non traditional instructional methods to students that are at risk of not graduating in the traditional manner.		Administration, Staffulty,	number of online courses completed each semester, number of students that successful complete Choice High School from WEHS.			
						

Goal 2: 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: Performance of At Risk Students will increase on End of Course Exams

Evaluation Data Source(s) 7: At Risk Students performance will increase by 5%

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) After school tutoring		teachers	reduction in At-Risk students failing			
2) Classes designed to give additional academic support		administration, teachers, counselors	master schedule			
3) General Ed Homebound services for identified students and pregnant students.		administration, teachers, counselors	students that successful complete courses.			
4) Provide homeless students with additional services and support		administration, counselors, teachers	homeless students that successful complete academic classes and stay in school.			
5) Provide students with academic challenges with an alternative learning environment.		administration, counselors	Number of students that successful graduate from Choice High School and underclassmen that earn credit and get back on academic track.			
						

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

Performance Objective 8: Eighty-Five percent of our targeted sub groups in US History (African American, Special Ed, and ELL) will meet the approaches standard on the U.S History End of Course exam.

Ninety seven percent of our African American Students were successful on the US History EOC Exam.






Seventy four percent of our students that are identifies as Special Education were successful on the US History EOC Exam.

Seventy seven percent of our students identified as ELL were successful on the US History EOC Exam.

Evaluation Data Source(s) 8: The State of Texas Assessment of Academic Readiness Report.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The targeted students' progress will be monitored by campus benchmarks, unit assessments, teacher developed tests, and through classroom activities. Remediation and tutoring will be provided during AM Tutorials and Power Hour. Students will be assigned to tutoring before school and Power Hour. Thursday night school tutoring will be provided as well.		Classroom teachers, Special Education case managers, ESL teacher, Social Studies Learning Specialist	Student performance on unit assessments, checkpoint or benchmark data, and the State of Texas Assessment of Academic Readiness Report.			
2) LEP students are scheduled into specific US History I co-teach classes. The ESL teacher and para serve as the co-teacher. The ESL staff supports the teacher with identifying ESL/ SIOP strategies for teaching math. The teachers ensure that vocabulary is pre-taught at the beginning of each unit or lesson. The ESL teacher supports the instruction through small group and individual remediation/tutoring. Every ESL student is required to attend power hour once a week for additional support.		Classroom teachers, ESL teacher, Social Studies Learning Specialist	Student performance on unit assessments, checkpoint or benchmark data, and the State of Texas Assessment of Academic Readiness Report.			

<p>3) Special Education students are scheduled into specific US History co-teach classes. The SPED teacher and para serve as the co-teacher. The SPED staff support the teacher with identifying appropriate accommodations /modifications as needed. The SPED staff supports the instruction through small group and individual remediation/tutoring as well. The SPED staff also supports the students by being a case manager. The SPED staff is assigned 1 to 2 days a week during power hour to meet with their students. In addition, the SPED staff opens the CAVE each day during Power Hour.</p>		<p>Classroom teachers, ESL teacher, Social Studies Learning Specialist</p>	<p>Student performance on unit assessments, checkpoint or benchmark data, and the State of Texas Assessment of Academic Readiness Report.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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

Performance Objective 9: Thirty-three percent of our Special Education students will meet grade level standard the Algebra I End of Course Exam.

Evaluation Data Source(s) 9: The State of Texas Assessment of Academic Readiness Report

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students who fall into these sub groups have been identified and given preferential seating during Algebra.		Classroom Teacher	Student performance on unit test, benchmark data, and The State of Texas Assessment of Academic Readiness Report.			
2) Students who fall into these sub groups will be closely monitored on unit test and will be assigned individual tutorial times during Thursday Night School. Students areas of weakness will be identified and specific lessons will be designed to target the areas of weakness.		Classroom teachers, Special Education teachers, Math Learning Specialist	Student performance on unit assessments, checkpoint or benchmark data, and the State of Texas Assessment of Academic Readiness Report.			
3) Special Education teachers will attend Algebra 1 PLC's to provide updates and strategies for working with their group of students.		Classroom Teacher, Special Education Teacher, Administration	Student performance on unit tests, benchmark data, and the State of Texas Assessment of Academic Readiness Report			
4) LEP students are scheduled into specific Algebra I co-teach classes. The ESL teacher and para serve as the co-teacher. The ESL staff supports the teacher with identifying ESL/ SIOP strategies for teaching math.The teachers ensure that vocabulary is pre-taught at the beginning of each unit or lesson. The ESL teacher supports the instruction through small group and individual remediation/tutoring. Every ESL student is required to attend power hour once a week for additional support.		Classroom teachers, ESL teacher, Math Learning Specialist	Student performance on unit assessments, checkpoint or benchmark data, and the State of Texas Assessment of Academic Readiness Report.			


<p>5) 3) Special Education students are scheduled into specific US History co-teach classes. The SPED teacher and para serve as the co-teacher. The SPED staff support the teacher with identifying appropriate accommodations /modifications as needed. The SPED staff supports the instruction through small group and individual remediation/tutoring as well. The SPED staff also supports the students by being a case manager. The SPED staff is assigned 1 to 2 days a week during power hour to meet with their students. In addition, the SPED staff opens the CAVE each day during Power Hour.</p>		<p>Classroom teachers, ESL teacher, Math Learning Specialist</p>	<p>Student performance on unit assessments, checkpoint or benchmark data, and the State of Texas Assessment of Academic Readiness Report.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 10: One Hundred percent of all Pre AP Algebra I students will approach grade level on the Algebra I End of Course Exam. Ninety-five percent of all Pre AP Algebra 1 students will meet standards on the Algebra 1 End of Course Exam. Eighty percent of Pre AP Algebra 1 students will Master the Algebra 1 End of Course Exam.

Evaluation Data Source(s) 10: State of Texas Assessment of Academic Readiness Report.

Summative Evaluation 10:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Pre-AP algebra students will attend power hour tutorials for remediation in certain Student Expectations as identified by the district checkpoint test in March.	2.5	Adam Jacobson, Stacey Brinkley, Lucia Jones	fewer curriculum gaps in Pre-AP Algebra I students			
						

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

Performance Objective 11: Ninety Six percent of all regular Algebra I students will pass the Algebra I End of Course Exam. Seventy-Five percent of all regular Algebra 1 students will meet standards on the Algebra 1 End of Course Exam. Forty percent of all regular Algebra 1 students will Master the Algebra 1 End of Course Exam.

Evaluation Data Source(s) 11: State of Texas Assessment of Academic Readiness Report.

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Regular algebra students will attend power hour tutorials for remediation in certain Student Expectations as identified by the district checkpoint test in March.	2.5	Adam Jacobson, Stacey Brinkley, Lucia Jones	fewer curriculum gaps in regular Algebra I students			
						

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

Performance Objective 12: One hundred percent of all Pre AP Biology students will score at or above the approaches level on the Biology End of Course Exam. Ninety eight percent of all Pre AP Biology students will meet standards on the Biology End of Course Exam. Eighty two percent of Pre AP Biology students will score at the masters level on the Biology End of Course Exam.

Evaluation Data Source(s) 12: State of Texas Assessment of Academic Readiness Report







Summative Evaluation 12:

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

Performance Objective 13: One hundred percent of all Pre AP English 1 and Humanities students will score at or above the approaches level on the English 1 End of Course Exam. Ninety percent of all Pre AP English 1 and Humanities students will meet standards on the English 1 End of Course Exam. Fifty percent of Pre AP English 1 and Humanities students will score at the masters level on the English 1 End of Course Exam.

Evaluation Data Source(s) 13: State of Texas Assessment of Academic Readiness Report

Summative Evaluation 13:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students in PreAP English I and Humanities I will focus one day a week on writing and grammar skills to help move students to the masters level		Teachers, Learning Specialists, AP	Higher percentage of students in these classes reaching the masters level.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 14: One hundred percent of all Pre AP English 2 and Humanities students will score at or above the approaches level on the English 2 End of Course Exam. Ninety Five percent of all Pre AP English 2 and Humanities students will meet standards on the English 2 End of Course Exam. Forty percent of Pre AP English 2 and Humanities students will score at the masters level on the English 2 End of Course Exam

Evaluation Data Source(s) 14: State of Texas Assessment of Academic Readiness Report

Summative Evaluation 14:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students in PreAP English II and Humanities II will focus one day a week on writing and grammar skills to help move students to the masters level		Teachers, Learning Specialists, AP	Higher percentage of students in these classes reaching the masters level.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 15: Seventy Five percent of all on level English I students will score at or above the approaches level on the English I End of Course Exam. Fifty Five percent of all on level English 1 students will meet standards on the English 1 End of Course Exam. Seven percent of all on level English 1 students will score at the Masters level on the English 1 End of Course Exam.

Evaluation Data Source(s) 15: State of Texas Assessment of Academic Readiness Report

Summative Evaluation 15:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Two days a week, teachers are focusing on writing and grammar skills to help with EOC skills		Teachers, Learning Specialist, AP	Increased scores of district assessments and EOC performance.			
2) Identify students who are on the bubble of achieving each standard and providing tutorials and extra practice to help them show growth		Teachers, Learning Specialists, AP	Increased scores of district assessments and EOC performance.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 16: Ninety percent of all on level English II students will score at or above the approaches level on the English II End of Course Exam. Seventy Five percent of all on level English II students will meet standards on the English II End of Course Exam. Ten percent of all on level English II students will score at the Masters level on the English II End of Course Exam.

Evaluation Data Source(s) 16: State of Texas Assessment of Academic Readiness Report

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Two days a week, teachers are focusing on writing and grammar skills to help with EOC skills		Teachers, Learning Specialist, AP	Increased scores of district assessments and EOC performance.			
2) Identify students who are on the bubble of achieving each standard and providing tutorials and extra practice to help them show growth		Teachers, Learning Specialists, AP	Increased scores of district assessments and EOC performance.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: 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 17: 100% of on-level US History students will meet the Approaches Standard. 86% students will reach the Meets Standard and 53% of all on-level US History students will reach the Master Standard on the EOC.

Evaluation Data Source(s) 17: US History EOC

Summative Evaluation 17:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>1) Effective instructional planning in PLCs--</p> <p>The US History team will review student performance on unit assessments for previous year by specific student expectations to plan for greater student mastery.</p> <p>The team will review/identify academic vocabulary and key terms in the (IFD) Instructional Focus Document and unit assessments to plan instruction. The instructional focus document and the unit assessments will be utilized to plan for instruction according to the TEKS and supporting standards.</p> <p>The USH PLC team will plan/design seed questions and engaging instructional activities to support all learners.</p>		Teachers, learning specialist, and administrator	Students' passing rates, progress throughout the year; individual student performance on unit assessments, district checkpoint, and US History EOC.			
<p>2) Student performance will be monitored utilizing teacher developed formative assessments, summative assessments, and performance indicators (PIs). Student performance will be examined by the teacher, student expectations, specific student instructional need, and sub populations.</p>		Teachers, Learning specialist, testing coordinator, and administrator	Students' scores on unit assessments, teacher developed common assessments, and the district checkpoint will illustrate student gains.			
<p>3) The team will identify low scoring student expectations (SEs) after each district unit assessment. Re-teach/remediation will address individual students' lowest scoring SEs. Students who failed an assessment will complete test corrections or retest over their identified low scoring SEs.</p>		Teachers, Learning specialist, administrator	Students scores on unit assessments and teacher developed common assessments will improve.			

4) A district checkpoint (released US History EOC) will be administered in January. Daily classroom interventions and tutorials (before and after school) will be designed based on student performance on specific SEs.		Teachers (regular education, special education, and ESL teachers), Learning Specialist, and administrator	Team lesson plans/calendar, team tutorial plan, and student attendance at tutoring sessions (EAST, before/after school, and Thursday Night School).			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: 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 18: 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(s) 18:

Summative Evaluation 18:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The district/campus 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.		Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events	Healthier students and staff			
2) The district/campus 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 of nutrition education.		Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events	Healthier staff and students			
3) The district/campus 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		Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events	Healthier Students and Staff			
4) The district/campus 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 outside of the school day in accordance to district policy.		Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events	Healthier staff and students			
						

Goal 2: 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 19: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

Evaluation Data Source(s) 19:

Summative Evaluation 19:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide staff development session for district counselors and teachers.		ESC staff	better prepared to address needs of students			
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act students.		ESC staff and campus counselors	better prepared to address needs of students			
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance.		ESC staff and Campus staff	better prepared to address needs of students			
						


Goal 3: Attract, retain, and value a quality staff

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

Performance Objective 1: WEHS will recognize and honor staff

Evaluation Data Source(s) 1: Each month the administrative team will honor staff in at least one formal way.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS will host or take part in activities and events that recognize WEHS staff and students that		Administration	Events where WEHS staff are honored for doing an outstanding job. RaidersShine Twitter page.			
2) WEHS will present awards to staff for a job well done		Administration, staff, community leaders	Staffulty members which are recognized and receive awards such as teacher of the month, Crystal Apple Awards.			
						

Goal 3: Attract, retain, and value a quality staff
 TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 2: WEHS will recognize and honor students

Evaluation Data Source(s) 2: At the end of the school year we will show that students were honor and recognized through awards ceremonies, banquets, luncheons, announcements, and reports to the media.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Honor students in the media when they are recognized with honors		Administration, staffutly	newspaper articles, Bluei post, RaidersShine in Twitter post.			
2) WEHS will recognize students at award ceremonies.		Administration, staffutly, club sponsors	award ceremonies that recognize and present awards to students.			
3) WEHS will place pictures of students that receive honors i at the all district level and above on the Raider Wall of Honor(all areas of student life)		Administration, Staffulty	Pictures added to the wall of honor			
4) WEHS will honor students at honors luncheons for academics, attendance, and character.		Administration, Staffulty	students honored at luncheons			
5) WEHS will present honor roll yard signs to all students that meet the requirement each nine week grading period.		Administration	Yard signs presented to students			
6) WEHS will recognize students that achieve perfect attendance with awards and gifts each nine week grading period.		Administration, Staffutly	Students recognized each nine week grading period.			
						

Goal 3: Attract, retain, and value a quality staff
 TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 3: WEHS will provide staff development opportunities that allow the WEHS staff to grow professionally.

Evaluation Data Source(s) 3: Teachers will have completed the required number of staff learning hours to meet contract requirements.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS will survey staff and review test data to help determine staff learning needs.		Administration, ESC staff	staff surveys, staff development offerings,			
2) WEHS will provide common planning time for all core subject teachers.		Administration	Master schedule			
3) Teachers will develop goals in T-TESS that will address professional development needs.		Teachers and administration	Goal Conference and staff development record			
						


Goal 4: Prepare students for a successful life beyond high school

TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 1: Wylie East High will support students that choose to follow a military pathway after high school

Evaluation Data Source(s) 1: WEHS graduates that enroll in the US Armed Services.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS will provide students with a Junior ROTC program		Administration, Teachers, Counselors	Unit enrollment.			
2) WEHS will provide students at least one opportunity to take the ASVAB Test during the school year.		Administration, Teachers, Counselors	The number of students that take the test on the WEHS campus.			
3) WEHS will support the AFJROTC program.		Administration, Teachers, Counselors	Contest attended, Community Service Activities, Contest Attended, Facilities			
						

Goal 4: Prepare students for a successful life beyond high school
 TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 2: WEHS will provide students knowledge about colleges and universities.

Evaluation Data Source(s) 2: Campus events that will support students and parents gaining knowledge about colleges and universities.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS provide students opportunities to learn about colleges and careers		Administration, Teachers, Counselors	The college fair in WISD. Colleges which provide information during lunches.			
2) WEHS will provide students with information and assistance to learn about scholarships and financial aide.		Administration, Teachers, Counselors	FASFA night for parents and students. One on one meetings with students with counselors.			
3) WEHS will provide our students an opportunity, within the district, to attend a College/University Fair each fall.		Counseling staff	To provide students a chance to visit with college and university representatives.			
4) WEHS will invite colleges and universities to campus and they will visit with students about enrollment and college life.		campus counselors	increase the number of students accepted to colleges and universities.			
						

Goal 4: Prepare students for a successful life beyond high school
 TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 3: Students will be provided the opportunity for real world experiences in different career fields.

Evaluation Data Source(s) 3: Have intern opportunities for students in multiple career pathways for learning experiences and competitions.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS will provide students with real world experiences in different career areas.		Administration, Teachers, Counselors	Have career experiences in technology, culinary arts, business, and medical fields.			
2) WEHS will have student organizations on campus that will provide opportunities for competitions in different skill areas.		Administration, Teachers, Counselors	Students will have clubs and/ or students organizations on campus that promote leadership and competition in CTE pathways.			
						

Goal 4: Prepare students for a successful life beyond high school
 TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 4: Wylie East High School will increase student participation on the SAT/ACT test

Evaluation Data Source(s) 4: The number of students taking the SAT/ACT will increase the number in 2017-2018

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS will have all students in the 9th-10-11th grades take the PSAT test at no cost		Administration, Counselors, Teachers	The score report show increase participation.			
2) WEHS will create an "in day" SAT/ACT test prep program for WEHS students.		Administration, teachers, counselors	Increase the number of recognized students in National Merit Scholarship Contest			
3) WEHS will offer an in day SAT test day for all juniors.		administration, counselors, Director of Curriculum.	Increase the number of recognized students in National Merit Scholarship Contest			
4) WEHS will increase the number of students that receive honors from national and state level scholar organizations.		Campus administration, counselors, and teachers	Increase numbers in NHS, National Merit Scholars.			
						

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

Performance Objective 1: WEHS will maintain reasonable class sizes that ensures effective instruction and monitoring.

Evaluation Data Source(s) 1: Teacher job climate survey will increase 5% points.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS will schedule classes and hire personnel to keep class sizes below 30 in all core classes.		Administration, Counselors	class rosters			
						

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

Performance Objective 2: WEHS will provide equitable access to resources and technology for students in all classrooms.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) WEHS will ensure that all classroom will have access to computers, projectors, and document cameras for instruction.		Administration, teachers	each classroom has the items listed in working order to be used by staff.			
						

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

Performance Objective 1: WEHS will create opportunities for students to take part in extracurricular activities and clubs which will help in character development , service to the community, and academic performance.

Evaluation Data Source(s) 1: List of clubs active on campus

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Honor students that earn district, state, and national awards for athletic success and academic success.		WEHS Administration, coaches, and directors.	Increase number of students pictures posted on the Wall of Honor.			
2) Host events that allow clubs and groups to add membership.		WEHS Administration, coaches, students and directors	Increased membership in clubs and more clubs on campus			
3) Honor The Shining Star Students and teachers each nine weeks		WEHS Administration, teachers	Shining Star Awards each nine weeks			
4) Create in the daily schedule a time for clubs to meet and a time for academic tutorials.		WEHS Administration, WEHS Counselors	Increase in the number of clubs and student involvement.			
5) Campus administration will attend and support student events and activities on campus.		WEHS Administration	Growing student appreciation for administration support of student events and activities.			
6) Award letter jackets to different groups that compete.		administration, teachers, coaches, sponsors.	Increase in the number of students that take part in groups that compete in fine arts, athletics, academics, ROTC, Ag.			
						

Goal 7: Celebrate our excellence

Performance Objective 1: Create celebrations for teachers and students to affirm their successful work with students, in the classroom, athletic fields and courts, fine arts, ROTC and all aspects of student at WEHS.

Evaluation Data Source(s) 1: Number of celebrations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Monthly teacher celebrations. student luncheons for academic success, character education, college acceptances letters		WEHS Administration	Improved climate on campus as measured by the student climate survey.			
2) Celebrate student academic successes, athletic accesses with public recognition in the form of cards, social media post, parades, luncheons. and pictures posted on the walls.		administration, coaches, sponsors	Improve student morale and participation in different groups on campus			
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	9	1	Students who fall into these sub groups have been identified and given preferential seating during Algebra.
2	9	2	Students who fall into these sub groups will be closely monitored on unit test and will be assigned individual tutorial times during Thursday Night School. Students areas of weakness will be identified and specific lessons will be designed to target the areas of weakness.
2	9	3	Special Education teachers will attend Algebra 1 PLC's to provide updates and strategies for working with their group of students.

State Compensatory

Budget for Wylie East High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6132-00-003-01100	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$13,360.00
6100 Subtotal:		\$13,360.00
6300 Supplies and Services		
199-E-11-6339-00-003-0-11-000	6339 Testing Materials	\$3,700.00
199-11-6398-00-003-0-25-032	6398 Computer Supplies/Software - Locally Defined	\$1,500.00
6300 Subtotal:		\$5,200.00

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Mike Williams	Administration
Administrator	Janet Wyatt	Administrator
Classroom Teacher	Mary Carter	teacher
Classroom Teacher	Brooks McFarland	Classroom Teacher
Classroom Teacher	David Shipp	Classroom Teacher
Classroom Teacher	Patty Maxwell	Classroom Teacher
Classroom Teacher	Sharyn Vernon	Classroom Teacher
Classroom Teacher	Kathleen Carver	CLassroom Teacher
Classroom Teacher	Greg Hayes	Classroom Teacher
Classroom Teacher	Katharine Isbell	CLassroom Teacher
Classroom Teacher	Jessica Taylor	Classroom Teacher
Parent	Jill Hill	Parent
youth pastor	Lloyd Blank	Youth Pastor
Community Representative	Mike Archibald	Community Representative