

Wolfe City High School Campus Improvement Plan

2016-2017



Wolfe City High School

The Board of Trustees of the Wolfe City School District has established that the primary mission of the Wolfe City Schools is to wholly develop each individual student - mentally, physically, spiritually and socially - to full capacity, so that all students may be able to develop thinking skills, to acquire and apply knowledge and to create within themselves, a sense of self-worth and self-discipline. This statement of mission is fostered by the belief that these skills and attributes are essential for students to become productive, responsible, participating members of our democratic society.

The basic function of the school in the process of education is to stimulate the desire to learn. The board of trustees is dedicated to this foundation premise. This dedication is reflected in the board's commitment to provide an atmosphere of high academic standards and expectations, to provide qualified authority in the classroom, and to provide encouragement to students to develop self-esteem, respect for others and responsible behavior.

Wolfe City High School
Improvement Committee Members

Dona Gavlick, Counselor

Billy Eldridge, SPED Teacher/Testing Coordinator

Alayne Aikens, English Teacher

Paula Fitzgerald, Business and CTE Teacher

Rose Gardner, Science Teacher

Jess Merritt, Social Studies Teacher

Jamie Moore, CTE Teacher

Mike Hammonds, Parent

Boyd Roberts, Community Member

Carrie Roberts, Community Member

Chris Sheets, Principal

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Wolfe City High School Assessment Comparison

		English I	English II	Algebra I	Biology	US History
State		68%	72%	82%	89%	92%
Region 10		66%	69%	82%	92%	95%
Wolfe City HS		69%	76%	92%	100%	93%

Wolfe City High School Assessment Performance

Algebra I & Biology

2016 Algebra I EOC							
Student Groups	Standard: Level II = 39%; Level III = 78%						
	% PASS	% AD V	CATEGORY				
			1	2	3	4	5
All Students	91	16	59	59	58	69	67
First-Time Testers	92	18	59	60	60	72	69
Male	94	16	60	63	58	71	69
Female	88	17	57	53	58	66	64
White	89	21	59	61	63	70	70
Hispanic	100	6	61	58	51	66	60
Eco. Disadv	89	10	59	57	53	65	64
At-Risk	84	3	54	51	49	61	57
Special Ed	60	0	49	30	34	42	53

2016 Biology EOC							
Student Groups	Standard: Level II = 39%; Level III = 83%						
	% PASS	% AD V	CATEGORY				
			1	2	3	4	5
All Students	98	28	74	70	78	70	79
First-Time Testers	100	29	75	72	78	70	81
Male	97	37	76	74	78	75	85
Female	100	17	75	69	78	64	76
White	97	39	79	75	81	75	84
Hispanic	100	7	69	67	72	59	73
Eco. Disadv	96	15	70	68	72	65	76
At-Risk	96	11	70	65	72	64	76
Special Ed	75	0	48	56	40	45	64

Category	Reporting Category Description
1	Number and algebraic methods
2	Describing and graphing linear functions, equations and inequalities
3	Writing and solving linear functions, equations and inequalities
4	Quadratic functions and equations
5	Exponential functions and equations

Category	Reporting Category Description
1	Cell structure and function
2	Mechanisms and genetics
3	Biological evolution and classifications
4	Biological processes and systems
5	Interdependence within environmental systems

Wolfe City High School Assessment Performance

US History

2016 US History EOC						
Student Groups	Standard: Level II = 44%; Level III = 81%					
	% PASS	% ADV	CATEGORY			
			1	2	3	4
All Students	92	19	63	69	70	68
First- Time Testers	93	21	64	69	70	70
Male	90	24	67	72	69	74
Female	96	13	58	66	70	59
White	94	20	65	70	71	70
Hispanic	89	25	62	69	70	68
Eco. Disadv	94	21	61	68	73	67
At-Risk	84	13	56	64	64	60
Special Ed	73	9	52	56	59	56

Category	Reporting Category Description
1	History
2	Geography and culture
3	Government and citizenship
4	Economics, science, technology and society

Wolfe City High School Assessment Performance

English I

2016 English I EOC										
Standard: Level II = 52%; Level III = 80%										
Student Groups	% PASS	% ADV	CATEGORY							
			1 Single	1 Paired	1 MC	2	3	4	5	6
All Students	64	5	40	40	66	64	75	45	78	75
First-Time Testers	69	6	42	41	68	66	79	48	81	78
Male	62	8	36	41	67	63	74	45	78	71
Female	65	0	45	38	64	65	76	47	79	82
White	69	5	41	41	68	67	77	45	79	76
Hispanic	50	7	40	36	61	55	72	45	79	74
Eco. Disadv.	48	3	39	36	61	57	67	42	74	69
At-Risk	40	0	33	35	57	55	66	36	73	67
Special Ed	33	0	28	22	64	62	62	40	68	56

Category	Reporting Category Description
1	Understanding/analysis across genres
2	Understanding/analysis of literary texts
3	Understanding/analysis of informational texts
4	Composition
5	Revision
6	Editing

Wolfe City High School Assessment Performance

English II

English II EOC										
Standard: Level II = 57%; Level III = 85%										
Student Groups	% PASS	% ADV	CATEGORY							
			1 Single	1 Paired	1 MC	2	3	4	5	6
All Students	70	3	44	43	73	79	65	48	78	68
First-Time Testers	76	4	46	45	77	81	67	49	79	70
Male	60	5	41	37	70	78	64	46	77	66
Female	90	0	50	53	78	81	67	52	79	71
White	70	2	43	42	76	80	67	48	79	69
Hispanic	70	10	43	47	62	77	60	48	76	65
Eco. <u>Disadv</u>	65	3	41	38	69	75	62	44	74	62
At-Risk	52	0	36	29	59	70	51	40	66	56
Special Ed	36	0	33	33	55	64	45	34	50	54

Category	Reporting Category Description
1	Understanding/Analysis across genres
2	Understanding/Analysis of literary texts
3	Understanding/Analysis of informational texts
4	Composition
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6	Editing

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

WOLFE CITY HIGH SCHOOL

SCHOOL YEAR: 2016-2017

Data Sources Reviewed:

- TAPR Reports 2012-2015
- Federal Report Card 2015
- TEA School Report Card 2015
- STAAR Data 2015-2016
- Student Work
- Student Surveys
- Staff Surveys
- Technology in district
- TEKS Resources – scope and sequence
- Benchmark assessments
- Demographic Data – PEIMS
- Gate attendance at sporting events
- Means of communication
- Master Schedule
- Duty Rosters
- Campus Leadership
- Surveys

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> ● Annual drop-out rate is below state average. ● College- and career-ready graduate are above the state average (97.9%). ● CTE coherent sequence graduates (97.9%) ● English Language Learners (ELL) below state average (1.8% v. 18.2%) ● Class sizes are below state average. ● The number of teachers who have masters degrees is above state average. ● CTE enrollment is above state average (95.8% v. 23.2%). 	<ul style="list-style-type: none"> ● ACT and SAT scores need improvement. ● SPED enrollment is above state average (15.5% v. 8.5%). 	<ul style="list-style-type: none"> ● Improve ACT and SAT scores. ● Address student needs to allow for appropriate exits from SPED.
Student Achievement	<ul style="list-style-type: none"> ● STAAR results for at-risk students are at least 84% or higher passing rate in math, science, and social studies. ● STAAR results for economically disadvantaged students are math, history, and biology are at 89% passing. ● Increased participation in TSI testing. 	<ul style="list-style-type: none"> ● Increased performance on student writing assessments across grade levels. ● Increased advanced level of performance on STAAR ELA. ● Increased English II performance by male population- currently at 60% (Female 90%). 	<ul style="list-style-type: none"> ● Increased performance on student writing assessments across grade levels. ● Increased advanced level of performance on STAAR ELA. ● Increased English II performance by male population- currently at 60% (Female 90%).

	<ul style="list-style-type: none"> ● Increase in dual-credit enrollment. ● Increased Level III - advanced on STAAR in math and science. ● Addition of more advanced courses. ● Student participation in ACT course. ● Increased participation in ACT testing. 	<ul style="list-style-type: none"> ● Focus on the at-risk and economically disadvantaged sub-populations for ELA ● Focus on increased performance on SPED reading. 	
School Culture and Climate	<ul style="list-style-type: none"> ● 80% of the students feel they have a teacher they can confide in if faced with a serious issue. ● 86% of students feel safe at school. ● 73% of students have not been bullied. ● 87% do not think weapons are a problem. ● The majority of students describe the WCHS atmosphere as positive. 	<ul style="list-style-type: none"> ● We need need to reach the 20% who feel isolated. ● Our bullying interventions are generally seen as ineffective. We need to reassess our strategies for dealing with bullying and our bullying prevention/education programs. ● Knives (pocket knives) seem to be an issue and concern for 13% of our students. ● Students who are new to Wolfe City can feel excluded. Student drama is also cited as a negative. ● Reevaluate our drug checks and drug prevention programs. 43% of students believe they have witnessed at least some evidence of drugs on our campus. ● The majority of students view our phone policy and/or our dress 	<ul style="list-style-type: none"> ● While the majority of students view their experiences at WCHS in a positive light, we have a small population that feels unsafe and isolated. We need to reassess or revise our interventions and prevention programs to reach these students. We also need to reevaluate our school policies and make sure we are enforcing them fairly and equally.

		<p>code as unfair or unfairly enforced.</p> <ul style="list-style-type: none"> ● We need to reassess our suicide prevention program. 42% of students believe teenage suicide is a possible or definite concern at our school. ● We need to promote and explain our "Anonymous Alert System" for reporting issues and concerns. 55% of students are unaware of it. 	
Staff Quality/ Professional Development	<ul style="list-style-type: none"> ● 100% teacher certification. ● Evenly distributed years of teaching experience. ● Heterogenous teacher/student/class mix. ● 70%+ willingness to participate in mentorship program. ● Most teachers (70%+) feel they have a voice in decision making. ● Staff retention rate (2015-16). 	<ul style="list-style-type: none"> ● Competitive teacher/paraprofessional salary scale. ● Individualized staff development. ● Paraprofessional certification and training. ● Mentor program. ● Unified plan to recruit teachers. 	<ul style="list-style-type: none"> ● Competitive teacher/paraprofessional salary scale (including benefits). ● clearly defined staff development program that adequately addresses needs of individual staff members. ● Paraprofessional certification and training. ● Unified plan to recruit new teachers. ● Mentor program (for new teachers and teachers new to WCHS).
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> ● Staff feels comfortable with technology in the classroom. ● Teachers use a wide variety of technology. ● Teachers feel that they are preparing students for college. ● Teachers use data to drive instruction. 	<ul style="list-style-type: none"> ● PLCs. ● Vertical and Horizontal meetings. ● Aligned professional development. ● Low writing scores. ● Low ACT scores as compared to state and national scores. ● More ACT prep in advanced classes. 	<ul style="list-style-type: none"> ● Low writing scores. ● Better aligned PLCs, meetings, and professional development. ● Low rigor in advanced classes.

	<ul style="list-style-type: none"> ● Teachers differentiate instruction. ● ACT English scores were close to state and national scores. ● 100% passing rate on Biology EOC. ● 92% passing rate on Algebra EOC ● 93% passing rate on US History EOC ● Distinction in ELA, Postsecondary, and Closing the Educational Gap 	<ul style="list-style-type: none"> ● Low rigor in advanced classes. 	
Family and Community Involvement	<ul style="list-style-type: none"> ● Career Day with Local Businesses ● Local Church Involvement with Students ● All-Call messages ● Community Project Involvement(New Park) ● Booster Clubs 	<ul style="list-style-type: none"> ● Increase parent involvement. ● PTO geared toward high school ● Extended parent communication(ex. email,text message) 	<ul style="list-style-type: none"> ● Increase parent involvement. ● Extended parent communication(ex. email,text message). ● PTO geared toward high school issues/concerns.
School Context and Organization	<ul style="list-style-type: none"> ● Teachers do not have before/after school duties that detract from preparation and/or tutoring. ● Most teachers believe they have a say in decision making. ● Advisory schedule used to address individual student deficiencies. 	<ul style="list-style-type: none"> ● A master schedule that better balances the number of students in classrooms is needed. ● A full-time counselor to address HB 5 requirements in grades 8-12 is needed. 	<ul style="list-style-type: none"> ● Master schedule that has balanced classrooms. ● A full-time counselor is needed to address the requirements of HB5 in grades 8-12.
Technology	<ul style="list-style-type: none"> ● 100% of teachers have been provided training for Chromebooks and GAPE. 	<ul style="list-style-type: none"> ● Provide teachers more time to incorporate technology in their classrooms. 	<ul style="list-style-type: none"> ● Provide state-of-art projection capability in 100% of classrooms and labs.

	<ul style="list-style-type: none"> ● 1:4.5 Chromebook to student ratio. ● 100% of students have Google accounts with access to GAFE. ● 50% of respondents felt that there were no technology barriers in their classroom. ● 93% of faculty and staff feel the ITHelp desk services technology problems adequately. ● 5-year technology plan has been developed by WCISD IT director. ● 2 new teacher hires (ag and tech apps) have opened new, diverse technology-driven courses. ● 18 students were tested for MOS Specialist industry certifications with 100% passing. 1 student in dual-credit welding received a certification. ● UIL technology contestants (business apps and accounting) placed and advanced. 	<ul style="list-style-type: none"> ● Increase Chromebook to student ratio to 1:1. ● Increase use of GAFE in classroom settings that are not lab-based. ● Provide state-of-art projection capability in 100% of classrooms and labs. ● Replace outdated teacher-support equipment expeditiously. ● Fill vacant IT director position. ● Align technology curriculum vertically with all technology teachers. ● Acquire more CTE funding to test more students. ● Seek more types of contests and other contest venues to capture more students. 	<ul style="list-style-type: none"> ● Replace outdated teachers' computers. ● Increase Chromebook to student ratio thus providing non-lab based classrooms access to GAFE. ● Fill vacant IT director position.
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CAMPUS GOALS AND OBJECTIVES

Goal 1: The students of Wolfe City High School will demonstrate exemplary performance in English Language Arts, Mathematics, Science, and Social Studies. [Students will be challenged to achieve excellence through a well-balanced and appropriate curriculum.]

State Objective

- #2: Students will be encouraged and challenged to meet their full educational potential
- #4: A well-balanced and appropriate curriculum will be provided to all students
- #6: The state’s students will demonstrate exemplary performance in the comparison to national and international standards.
- #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Target Objectives	Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Increase performance on student writing assessments across grade levels to appropriately address low writing scores.	<ul style="list-style-type: none"> ● Maximize use of alternative scheduling (e.g., advisory schedule) to provide targeted STAAR tutorials. ● Encourage reading and writing across the curriculum. ● Develop a master schedule that allows English teachers adequate time to address instructional and assessment needs associated with STAAR. 	Principal, Dean of Students, Teachers	Advisory Schedule Tutorials, Apex, Master Schedule, TEKS Resource System (TRS)	<ul style="list-style-type: none"> ● Higher student passing rates on English I (75%) and English II (80%) STAAR tests. ● Improvement in essay and short-answer scores on English I and English II STAAR tests. ● Consistent use of writing in non-English subject areas.
Improve performance of at-risk students on English STAAR.	<ul style="list-style-type: none"> ● Identify weaknesses among incoming at-risk freshmen. 	Principal, Dean of Students, Teachers	Region 10, Tutorials, Apex, TRS	<ul style="list-style-type: none"> ● Examine 7th-grade writing and 8th-grade reading STAAR scores for incoming freshmen.
Increase advanced level of performance on STAAR ELA.	<ul style="list-style-type: none"> ● Provide blitz tutorials aimed at improving the scores of passing STAAR students. 	Principal, Dean of	Tutorials, Apex, TRS	<ul style="list-style-type: none"> ● Greater number of students who achieve advanced scores on STAAR tests

	<ul style="list-style-type: none"> ● Target non-mandatory tutorial students for logic and critical thinking exercises during advisory. ● Promote reading and writing across the curriculum. 	Students, Teachers		
Decrease the number of different classes for which teachers must prepare and/or increase teachers' planning time so that they can more fully meet student instructional needs.	<ul style="list-style-type: none"> ● Implement a work program for qualified seniors. ● Utilize non-instructional staff for proctoring and duty assignments. ● Employ a full-time counselor to alleviate teachers' non-instructional responsibilities. ● Give core teachers two planning periods. 	Principal, Dean of Students, Teachers	Master Schedule, Region 10, TxEIS Training	<ul style="list-style-type: none"> ● Fewer seniors to place in elective courses will alleviate scheduling problems. ● Teachers will have fewer classes for which to prepare, enabling them to better address student needs.
Develop a master schedule that better balances the number of students in individual class periods.	<ul style="list-style-type: none"> ● Put Dean of Students on an 11 month contract to allow for schedule completion prior to summer break ● Implement a work program for qualified seniors. ● Utilize non-instructional staff for non-instructional tasks. <ul style="list-style-type: none"> ● Ensure that students take classes appropriate for their post-secondary goals. 	Central Admin., Principal, Dean of Students, Teachers	Master Schedule	<ul style="list-style-type: none"> ● Fewer seniors to place in afternoon classes will enable better balancing of class sizes. ● The master schedule will reflect more class periods available for instruction. ● Master Schedule will be 95% complete before Dean of Students leaves for summer break.

Improve rigor of all classes.	<ul style="list-style-type: none"> ● Utilize scheduling so that all students take classes appropriate for their educational and career goals. ● Implement new policies in student handbook for admission to honors courses. ● Limit the preps assigned to teachers of advanced classes so that they can create challenging lessons. 	Principal, Dean of Students, Teachers	Region 10, TRS, Staff Development, Teacher Conferences	<ul style="list-style-type: none"> ● All students will be in core classes appropriate to their academic goals. ● TEA Distinction Designation in Mathematics, Science, and Social Studies.
Improve ACT scores.	<ul style="list-style-type: none"> ● Continue ACT prep class. ● Incorporate ACT and SAT preparation and strategies into core classes, especially honors courses. ● Collaborate with ACT prep instructor to ensure honors teachers are familiar with ACT strategies. ● Investigate ways to improve delivery of ACT class. 	Principal, Dean of Students, Teachers	ACT class instructor, ACT/SAT prep materials	<ul style="list-style-type: none"> ● Improve ACT average score to 23.
Increase Chromebook-to-student ratio, thus providing non-lab based classrooms access to GAFE.	<ul style="list-style-type: none"> ● Purchase 150 additional Chromebooks. 	District Admin., Technology Director, Principal	Bond Funds	<ul style="list-style-type: none"> ● Chromebook-to-student ratio will be 1:1.
Address student needs to allow for appropriate exits from SPED.	<ul style="list-style-type: none"> ● Monitor SPED student progress at all grade levels. 	Principal, SPED staff, teachers	SPED staff	<ul style="list-style-type: none"> ● Students who no longer need SPED services will be exited from SPED.

	<ul style="list-style-type: none"> ● Increase SPED performance in Reading, which was a safeguard not met. ● Make appropriate interventions when necessary. ● Identify college-bound SPED students to appropriately exit them from SPED. 			
Obtain qualified, competent substitutes.	<ul style="list-style-type: none"> ● Increase substitute teacher pay, differentiating based on teacher certification. ● Develop a Substitute Training program that clearly articulates roles and responsibilities ● Utilize substitute folders that are organized and complete with rolls, plans, discipline procedures and emergency plans 	Principal, Dean of Students, Teachers, Central Office Staff, Campus Secretary	Region 10, Safety Audit Recommendations	<ul style="list-style-type: none"> ● A pool of qualified substitutes who have been trained on district policies and procedures. ● Minimal disruption to the learning environment upon the absence of the classroom teacher.

Goal 2: Wolfe City High School will maintain a safe, disciplined, drug-free, and cyber-safe environment conducive to student learning.

State Objective

- #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Target Objectives	Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Address building and personal safety needs from the safety audit and student surveys.	<ul style="list-style-type: none"> ● Purchase and install safety features recommended by safety audit (e.g., magnetic strips for doors, improved locks for doors, updated signage, Night Locks. ● Provide each classroom with emergency kit resources. ● Schedule and execute regular fire, bad weather, and lockdown drills. ● Explain and promote the “Anonymous Alert System” for reporting issues and concerns. ● Address other needs raised by the safety audit. 	Principal, Dean of Students, Teachers, Student Advisors	Safety Audit, Advisory schedule for staff/student training	<ul style="list-style-type: none"> ● Year-end student surveys will reveal 25% more students feel safe at school. ● Next safety audit will reveal fewer safety issues. ● Increased use of “Anonymous Alert System”.

<p>Ensure fair and equitable enforcement of school policies.</p>	<ul style="list-style-type: none"> ● Clearly communicate policies and student disciplinary procedures to all teachers. ● Create student advisory panel with a student representative from each grade. 	<p>Principal, Dean of Students, Teachers, Student Advisors</p>	<p>Student Handbook, School Policies</p>	<ul style="list-style-type: none"> ● Year-end student surveys will reflect 25% more students believe that school policies are implemented fairly.
<p>Reassess strategies for addressing bullying, bullying prevention and education programs</p>	<ul style="list-style-type: none"> ● Provide full-time counseling services at the high-school to address the needs and concerns of individual students. ● Support programs that foster positive student interactions (e.g., Rachel’s Challenge; Random Acts of Kindness club). ● Use student advisory panel as resource for bullying instances occurring. ● Promote “Anonymous Alert System.” 	<p>Counselor, Principal, Counselor, Teachers, Student Advisors</p>	<p>Random Acts of Kindness, Student Surveys</p>	<ul style="list-style-type: none"> ● Year-end student surveys 25% fewer students believe that bullying and suicide are concerns at WCHS. ● Decrease in number of office referrals/visits that involve bullying.
<p>Improve drug awareness and prevention programs.</p>	<ul style="list-style-type: none"> ● Investigate drug-prevention programs. ● Victim impact and survivor presentations. ● Survey students after presentations to determine most effective drug-prevention programs. ● Use student advisory panel as resource. 	<p>Counselor, Principal, Teachers, Student Advisors</p>	<p>Drug Prevention programs, Student Surveys</p>	<ul style="list-style-type: none"> ● Reduction in positive drug tests. Increased knowledge and awareness of drug facts. ● Increased student participation in Red Ribbon Week activities.

	<ul style="list-style-type: none"> ● Promote “Anonymous Alert System.” 			
Incorporate annual suicide prevention program.	<ul style="list-style-type: none"> ● Research effective suicide prevention programs. ● Employ a full-time high-school campus counselor to address coherent programs for bullying, suicide, and school violence prevention. ● Victim impact and survivor presentations. ● Use student advisory panel as resource. ● Promote “Anonymous Alert System.” 	Counselor, Principal, Teachers, Student Advisors	Presentations, Student Surveys, Targeted Programs	<ul style="list-style-type: none"> ● Increased reporting of emotional difficulties to the counselor or teachers. ● Increased reporting of concerns through the “Anonymous Alert System.” ● Year-end student survey reveals 25% fewer students reporting knowing someone with possible suicidal thoughts.

Goal 3: Wolfe City High School will recruit, develop, and retain highly qualified and highly effective personnel.

State Objective

- #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Target Objectives	Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Adopt competitive salary scales and benefits for teachers and paraprofessionals.	<ul style="list-style-type: none"> ● Take into account yearly increases in health insurance premiums (district contribution) when calculating step and cost-of-living increases. ● Increase beginning (Step 0) teacher pay. ● Provide stipends for high school teachers who teach ELA, mathematics, science, and social studies (STAAR-tested subject areas) and/or critical shortage areas. 	School Board, District Admin.	District funds , TRS insurance premium charts, local districts pay scales and 2016-17 salaries	<ul style="list-style-type: none"> ● Teacher and paraprofessional salary scales will be competitive with local employers, including nearby school districts. ● Any yearly raise or step increase reflects net gain after insurance premium increases.
Develop a program of professional development that adequately addresses the needs of individual staff members.	<ul style="list-style-type: none"> ● Solicit teacher input when planning professional development. ● Plan beneficial, campus-based professional development. ● Coordinate with local high schools to plan and/or host relevant professional development. 	Principal, Curriculum Director, Dean of Students	Region 10, Local School Cohort, Professional Conferences	<ul style="list-style-type: none"> ● Teachers regularly participate in professional development activities appropriate to their needs. ● Innovative and effective instructional strategies are employed to meet the academic needs of all students.

	<ul style="list-style-type: none"> ● Provide teachers with time to develop, implement, and practice strategies and ideas learned from professional development. 			
Implement and regularly utilize better aligned PLCs.	<ul style="list-style-type: none"> ● Plan the master schedule to allow for common conference periods within departments. ● Utilize alternative scheduling (e.g., advisory schedule) to allow time for teachers to collaboratively plan instruction. ● Enable teachers at the high school and middle school campuses to meet regularly (staff development) to vertically align courses in the same subject areas. 	Principal, Dean of Students, Teachers	Master Schedule, Staff Development Plan	<ul style="list-style-type: none"> ● Core subject teachers will have common planning time. ● Teachers will have time during the workday to collaborate with colleagues. ● Coherent vertical alignment will guide instruction within subject areas.
Support appropriate paraprofessional certification and training.	<ul style="list-style-type: none"> ● Provide opportunities for paraprofessionals to obtain and update state-required and/or -recommended certification. ● Ensure that campus-based professional development provides options relevant to paraprofessionals. 	Principal, Paraprofessionals, SPED Director, Curriculum Director	Region 10 SPED Funding	<ul style="list-style-type: none"> ● All paraprofessionals will have the required and/or recommended certification for position. ● Paraprofessionals will participate in professional development that correlates to their respective job functions.

<p>Develop a unified plan to recruit and induct new teachers.</p>	<ul style="list-style-type: none"> ● Participate in local college teacher job fairs, particularly that of TAMU-C . ● Add WCISD to the TAMU-C College of Education teacher job site. ● Develop a user-friendly and informative employment page on the district web site. ● Create a research-backed induction program for new teachers that includes participation in a strong mentoring program. ● Participate in TAMU-C's student teacher program. 	<p>District Admin., Principal, Dean of Students, Curriculum Director</p>	<p>WCISD Website, Region 10 Job Network, TAMU-C Job Board</p>	<ul style="list-style-type: none"> ● WCHS attends the TAMU-C teacher job fair in spring 2017. ● The district appears on the TAMU-C teacher job site. ● Beginning teachers are retained by the district.
<p>Recruit a full-time counselor to address the requirements of HB5 in grades 8-12.</p>	<ul style="list-style-type: none"> ● Hire a full-time counselor who understands the requirements of HB5. 	<p>District Admin., School Board</p>	<p>District Budget</p>	<ul style="list-style-type: none"> ● A full-time counselor is on campus.
<p>Promote effective instructional use of technology by replacing outdated teachers' computers and providing state-of-the-art projection capability in all classrooms and labs.</p>	<ul style="list-style-type: none"> ● Develop timeline and needs-based inventory for replacement of outdated teacher equipment and purchase of new projectors. 	<p>District Admin., Principal, Technology Director</p>	<p>Bond Funds</p>	<ul style="list-style-type: none"> ● All teachers have updated computers and improved projection capability in their classrooms.

Goal 4: Wolfe City High School will partner with parents and the community in the education and social development of students to maintain a positive school culture and educational environment.

State Objective

- #1: Parents will be full partners with educators in the education of their children.

Target Objectives	Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Increase parent involvement.	<ul style="list-style-type: none"> ● Utilize early-release days for parent/teacher conferences. ● Use high-attendance athletic events to promote school activities. ● Encourage parental participation in campus surveys. 	Teachers, Dean of Students, Principal	Survey Monkey, School Messenger, Campus Translators, Website	<ul style="list-style-type: none"> ● Increased student achievement due to increased student involvement. ● Establishment of dedicated parent/teacher conference days. ● Allow parents to complete surveys at athletic events.
Employ multiple platforms to extend communication with parents.	<ul style="list-style-type: none"> ● Develop an accurate, user-friendly, dependable web site. ● Encourage parents to provide e-mail addresses and/or their preferred means of communication. ● Designate School Reach coordinator at high school and develop enhanced system usage. ● Streamline beginning-of-year parent information packets and minimize duplicative forms. ● Parents can be given a paper with information on how to 	Teachers, Dean of Students, Principal	Social Media (Twitter, Facebook, Remind 101, etc.) Progress Reports, Report Cards, Online Gradebook Access: (TXConnect Parent Portal)	<ul style="list-style-type: none"> ● Regular WCHS presence on social media platforms accessed by parents. ● Routine use of parents' preferred means of communication.

	<p>sign-up and receive messages.</p> <ul style="list-style-type: none"> ● Address access to parent portal of online grade book. ● Investigate universal teacher use of GAFE Classroom (lesson plans and resources). ● Create and regularly use social media accounts (e.g., Facebook, Twitter, Remind 101) to inform parents and the community of happenings at school. 			
Develop a PTO geared toward the needs of the high school.	<ul style="list-style-type: none"> ● Promote PTO membership drive. 	Teachers, Dean of Students, Principal	PTO web site, Social Media, Bulletin Boards, School Messenger	<ul style="list-style-type: none"> ● Increased involvement in PTO membership at the high school level.

State Special Allotments Categories and Corresponding FTEs

Wolfe City HS	GT	CTE	Special Ed	Comp Ed	ESL	HS Allot
2016-17	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	PIC 31
Teachers	1.17	2.68	1.45	1.10		0.72
Teacher Aides			1.58	0.18		0.00
Counselor						
TOTAL FTE	1.17	2.68	3.03	1.28	0.00	0.72
6100	\$23,618.00	\$246,777.00	\$157,658.00	\$76,412.00		\$54,409.00
6200		\$4,000.00				
6300	\$500.00	\$27,000.00	\$500.00			
6400	\$500.00	\$9,500.00	\$300.00	\$200.00		
Total	\$24,618.00	\$287,277.00	\$158,458.00	\$76,612.00	\$0.00	\$54,409.00