

Wolfe City Independent School District

Wolfe City High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Social Studies

Top 25% Student Progress

Top 25% Closing Performance Gaps

Public Presentation Date: June 8, 2017

Mission Statement

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

Vision

Wolfe City ISD...Making Tracks for the Future

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wolfe City High School is a 2A district with approximately 195 students in grades 9-12. Our students live in a rural school district of approximately 2000 people which is located 60 miles northeast of Dallas. Our school is slightly above 50% economically disadvantaged and has an ethnic breakdown of 76% white, 16% Hispanic, African American 5%, and 3% other.

Our staff consists of 17 teachers, with an average of 11.8 years of teaching experience. The school has one administrator and five paraprofessional support staff.

Demographics Strengths

- 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%).
- 100% teacher certification.
- Evenly distributed years of teaching experience.
- Heterogeneous teacher/student/class mix.

- 70%+ willingness to participate in mentor-ship program.
- Most teachers (70%+) feel they have a voice in decision making.
- Staff retention rate (2015-16).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Competitive teacher/paraprofessional salary scale (including benefits).

Problem Statement 2: Improve ACT and SAT scores.

Problem Statement 3: Clearly defined staff development program that adequately addresses needs of individual staff members.

Problem Statement 4: Mentor program (for new teachers and teachers new to WCHS).

Problem Statement 5: Paraprofessional certification and training.

Problem Statement 6: Unified plan to recruit new teachers.

Problem Statement 7: SPED enrollment is above state average (11% vs 8.6%) **Root Cause:** Socioeconomic conditions; Title 1 in Elementary

Student Academic Achievement

Student Academic Achievement Summary

WCHS students continue to do well and show improvement in key academic areas on the STAAR test. First-time test takers in Algebra 1 rose from 92% in 2016 to 93% in 2017. ELA 1 first-time tester scores rose from 69% in 2016 to 77% in 2017. ELA 2 first-time tester scores rose from 76% in 2016 to 94% in 2017. US History first-time tester scores rose from 93% in 2016 to 100% in 2017. Biology first-time tester scores remained high at 98% in 2017.

WCHS students are also doing well in the classroom with a consistently low failure rate. WCHS strives to provide our students with relevant courses that match our student's interests and align with their HB5 endorsement plan.

Student Academic Achievement Strengths

- STAAR results for at-risk students are at least 89% or higher passing rate in math, science, and social studies.
- STAAR results for economically disadvantaged students for Math, History, and Biology are at least 92% passing.
- Increased participation in TSI testing.
- Increase in Dual-Credit enrollment.
- Increased Level III - Advanced on STAAR in Algebra.
- Addition of more advanced courses, to include a coherent sequence of honors classes in the core subject areas.
- Student participation in ACT test preparation course and participation in ACT testing.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Increase performance on student writing assessments across grade levels.

Problem Statement 2: Increase Advanced Level of performance on STAAR English I and II.

School Processes & Programs

School Processes & Programs Summary

WCHS has embraced HB5 and offers all five endorsements with a focus on Career and Technology Education. Our honors program is geared to prepare college ready students for the academic rigor of college coursework. Our CTE endorsement programs prepare our career bound students with practical, career centric pathways that will ensure their smooth integration into the workforce or trade-based college courses.

School Processes & Programs Strengths

- 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.
- Teachers differentiate instruction.
- ACT English scores were close to state and national scores. 98% passing rate on Biology EOC.
- 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.
- 93% passing rate on Algebra EOC
- 100% passing rate on US History EOC
- Distinction in ELA, Postsecondary, and Closing the Educational Gap
- 100% of teachers have been provided training for Chromebooks and GAFE.

- 1:1 Chromebook/Desktop to student ratio.
- 100% of students have Google accounts with access to GAFE.
- 50% of teacher survey respondents felt that there were no technology barriers in their classroom.
- 93% of faculty and staff feel the IT helpdesk 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 Microsoft Office 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Low writing scores on ACT and STAAR exams.

Problem Statement 2: Better aligned Professional Learning Communities, staff meetings, and professional development.

Problem Statement 3: Low rigor in advanced classes.

Problem Statement 4: Master schedule that has balanced classroom student size and appropriately placed students.

Problem Statement 5: Replace outdated teachers' computers.

Problem Statement 6: Increase Chromebook to student ratio thus providing non-lab based classrooms access to GAFE.

Perceptions

Perceptions Summary

WCHS strives to be responsive to the individual needs of our students. We use parent, student and teacher surveys to ensure that we objectively assess our operations processes/climate. We strive to push information to parents in a variety of platforms from school marquees to school web calendars and social media.

Perceptions Strengths

- Installed complex security system with over 20 internal and external cameras and touchpad entry systems that require badged entry access.
- Career Day with Local Businesses.
- Local Church Involvement with Students.
- All-Call messages.
- Community Project Involvement (New Park).
- 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase parent involvement.

Problem Statement 2: Extended parent communication(ex. email,text message).

Problem Statement 3: 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

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 Objectives:

#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.

Performance Objective 1: Increase performance on student STAAR assessments for English I to 80% and English II to 95%

Evaluation Data Source(s) 1: STAAR Testing Scores, Local Benchmark Data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) Maximize use of alternative scheduling (e.g., advisory schedule) to provide targeted STAAR tutorials.</p> <p>2) Encourage reading and writing across the curriculum.</p> <p>3) Develop a master schedule that allows English teachers adequate time to address instructional and assessment needs associated with STAAR assessments.</p> <p>4) Develop comprehensive Response to Intervention (RtI) plan to address the needs of our special populations including SPED, ED, 504, at risk, ESL students.</p>	1, 2, 3, 4, 8, 9	Principal, Dean of Students, C&CR Counselor, all teachers	<p>Higher student passing rates on English I (80%) and English II (95%) STAAR tests.</p> <p>Improvement in essay and short-answer scores on English I and English II STAAR tests.</p> <p>Consistent use of writing in non-English subject areas.</p>				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 3							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Improve ACT and SAT scores.
Student Academic Achievement
Problem Statement 1: Increase performance on student writing assessments across grade levels.
Problem Statement 2: Increase Advanced Level of performance on STAAR English I and II.
School Processes & Programs
Problem Statement 1: Low writing scores on ACT and STAAR exams.
Problem Statement 3: Low rigor in advanced classes.

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 Objectives:

#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.

Performance Objective 2: Improve performance of at-risk students on English I STAAR to 65% and English II to 80%.

Evaluation Data Source(s) 2: STAAR Testing Scores, Local Benchmark Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS 1) Identify weaknesses among incoming at-risk freshmen.	1, 2, 3, 4, 5	ELA Teachers; Principal, Curriculum Director	Examine 7th-grade writing and 8th-grade reading STAAR scores for incoming freshmen.				
				Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2, 3			
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Increase performance on student writing assessments across grade levels.
Problem Statement 2: Increase Advanced Level of performance on STAAR English I and II.
School Processes & Programs
Problem Statement 1: Low writing scores on ACT and STAAR exams.
Problem Statement 2: Better aligned Professional Learning Communities, staff meetings, and professional development.
Problem Statement 3: Low rigor in advanced classes.

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 Objectives:

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#4: A well-balanced and appropriate curriculum will be provided to all students


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Performance Objective 3: Increase masters level of performance on STAAR ELA by 2 additional students.

Evaluation Data Source(s) 3: STAAR results; benchmark data.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide blitz tutorials aimed at improving the scores of passing STAAR students.	1, 2, 3, 4, 9	Principal, STAAR tested teachers, C&CR Counselor, Curriculum Director	Greater number of students who achieve advanced scores on STAAR tests				
2) Target non-mandatory tutorial students for logic and critical thinking exercises during advisory.				Problem Statements: Demographics 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 3			
3) Promote reading and writing across the curriculum.							
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Improve ACT and SAT scores.
Student Academic Achievement
Problem Statement 1: Increase performance on student writing assessments across grade levels.
Problem Statement 2: Increase Advanced Level of performance on STAAR English I and II.
School Processes & Programs

Problem Statement 1: Low writing scores on ACT and STAAR exams.

Problem Statement 3: Low rigor in advanced classes.

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 Objectives:

#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.

Performance Objective 4: Decrease the number of teacher preparations to a maximum of four and increase planning time to two periods so that they can more fully meet student instructional needs.

Evaluation Data Source(s) 4: Master Schedule; STAAR Results; Lesson Plans

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS 1) Continue a work program for qualified seniors to decrease student load. 2) Utilize non-instructional staff for proctoring and duty assignments. 3) Give core teachers two planning periods.	1, 2, 4, 5, 8	ELL District Coordinator; Principal; Curriculum Director; Dean of Students	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.				
				Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 3			

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Increase performance on student writing assessments across grade levels.
Problem Statement 2: Increase Advanced Level of performance on STAAR English I and II.
School Processes & Programs
Problem Statement 1: Low writing scores on ACT and STAAR exams.
Problem Statement 3: Low rigor in advanced classes.

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 Objectives:

#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.

Performance Objective 5: Develop a master schedule that balances the number of students in individual class periods, with a goal of 16 students per class.

Evaluation Data Source(s) 5: Master Schedule; Student to Teacher Ratios

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Put Dean of Students on an 11 month contract to allow for schedule completion prior to summer break 2) Implement a work program for qualified seniors. 3) Utilize non-instructional staff for non-instructional tasks. 4) Ensure that students take classes appropriate for their post-secondary goals.	1, 2, 5	Principal, Dean of Students, Curriculum Director	Balanced classrooms with even numbers of students in all multiple class offerings with a target goal of 16 students. 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.				
Problem Statements: School Processes & Programs 4							
							

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 4: Master schedule that has balanced classroom student size and appropriately placed students.

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 Objectives:

#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.

Performance Objective 6: Improve rigor in all classes that incorporate writing and higher level thinking skills.

Evaluation Data Source(s) 6: ACT, TSI, PSAT Scores; college admission numbers

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) Utilize scheduling so that all students take classes appropriate for their educational and career goals.</p> <p>2) Implement new policies and publish in student handbook for admission to honors courses.</p> <p>3) Limit the preps assigned to teachers of advanced classes so that they can create challenging lessons.</p>	1, 2, 3, 5	Principal, C&CR Counselor, Dean of Students, Curriculum Director	<p>All students will be in the core classes appropriate to their academic goals.</p> <p>An Honors Committee will be in charge of recruitment, admission, retention, and bylaws of all Honors programs.</p> <p>TEA Distinction Designation in Mathematics, Science, and Social Studies.</p>				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2							
							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Improve ACT and SAT scores.
Student Academic Achievement
Problem Statement 1: Increase performance on student writing assessments across grade levels.
Problem Statement 2: Increase Advanced Level of performance on STAAR English I and II.

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 Objectives:

#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.

Performance Objective 7: Improve average ACT score to 21.

Evaluation Data Source(s) 7: ACT Results; Attendance in ACT Preparation Course at WCHS

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue ACT Prep Class	1, 5, 9	Principal, C&CR Counselor, Curriculum Director	Improve ACT average score to 21.				
2) Incorporate ACT and SAT preparation and strategies into core classes, especially honors courses.			Honors teachers are incorporating strategies into their lessons that focus on ACT and SAT enhancement.				
3) Collaborate with ACT prep instructor to ensure honors teachers are familiar with ACT strategies.			Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 2, 3				
4) Investigate ways to improve delivery of ACT class.							
							

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: Improve ACT and SAT scores.
Student Academic Achievement
Problem Statement 1: Increase performance on student writing assessments across grade levels.
School Processes & Programs
Problem Statement 2: Better aligned Professional Learning Communities, staff meetings, and professional development.

Problem Statement 3: Low rigor in advanced classes.

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 Objectives:

#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.

Performance Objective 8: Increase Chromebook-to-student ratio, thus providing non-lab based classrooms access to Google Applications for Education.

Evaluation Data Source(s) 8: Number of Chromebooks at end of 2017-2018 school year.

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase 70 additional Chromebooks.		Principal, Curriculum/IT Director, Superintendent	Chromebook-to-student ratio will be 1:1.				
Problem Statements: School Processes & Programs 1, 3, 6							
							

Performance Objective 8 Problem Statements:

School Processes & Programs
Problem Statement 1: Low writing scores on ACT and STAAR exams.
Problem Statement 3: Low rigor in advanced classes.
Problem Statement 6: Increase Chromebook to student ratio thus providing non-lab based classrooms access to GAFE.

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 Objectives:

#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.

Performance Objective 9: Exit college bound students from SPED by late junior or early senior year in order to give them their best chance at a post-secondary education.

Evaluation Data Source(s) 9: TAPR results; STAAR performance; Campus SPED numbers

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>1) Monitor SPED student progress at all grade levels.</p> <p>2) Increase SPED performance in SPED ELA, which was a safeguard not met.</p> <p>3) Make appropriate interventions when necessary.</p> <p>4) Identify college-bound SPED students to appropriately exit them from SPED.</p>	1, 2, 3, 4, 8	Principal, SPED Director and teachers, Dean of Students, C&CR Counselor	<p>Students who no longer need SPED services will be exited from SPED.</p> <p>Smooth transition of SPED students exited from program into post-secondary college and/or vocational classes.</p>				
Problem Statements: Demographics 7							
							

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 7: SPED enrollment is above state average (11% vs 8.6%) Root Cause 7: Socioeconomic conditions; Title I in Elementary

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 Objectives:

#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.

Performance Objective 10: Hire, train and retain qualified, competent substitutes who have attended mandatory district training.

Evaluation Data Source(s) 10: Substitute retention and number of substitutes who attended district training.

Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase substitute teacher pay, differentiating based on teacher certification.	1, 4	Superintendent, Principal, Central Administrative Staff, Campus Secretary	A pool of qualified and effective substitutes who have been trained on district policies and procedures.				
2) Develop a Substitute Training program that clearly articulates roles and responsibilities by campus.			Minimal disruption to the learning environment upon the absence of the classroom teacher.				
3) Utilize substitute folders that are organized and complete with rolls, plans, discipline procedures and emergency plans			Problem Statements: Demographics 1, 5				
							

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: Competitive teacher/paraprofessional salary scale (including benefits).
Problem Statement 5: Paraprofessional certification and training.

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

State Objectives:







#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.

Performance Objective 1: Address building and personal safety needs from the safety audit and student surveys

Evaluation Data Source(s) 1: Safety audit and student surveys

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Purchase and install safety features recommended by safety audit (e.g., magnetic strips for doors, improved locks for doors, updated signage, night locks.</p> <p>2) Provide each classroom with emergency kit resources.</p> <p>3) Schedule and execute regular fire, bad weather, and lock-down drills.</p> <p>4) Explain and promote the Anonymous Alert System for reporting issues and concerns.</p> <p>5) Address other needs raised by the safety audit.</p>	1, 2, 5, 10	Principal, C&CR Counselor, Teachers, Student Advisers	<p>Year-end student surveys will reveal an increase of 25% more students who feel safe at school.</p> <p>Next safety audit will reveal markedly less safety issues.</p> <p>Increased use of Anonymous Alert System</p>				
<p>Problem Statements: School Processes & Programs 2 - Perceptions 2, 3</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Better aligned Professional Learning Communities, staff meetings, and professional development.

Perceptions

Problem Statement 2: Extended parent communication(ex. email,text message).

Problem Statement 3: 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.

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

State Objectives:

#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.

Performance Objective 2: Ensure fair and equitable enforcement of school policies

Evaluation Data Source(s) 2: Discipline data by race, ethnicity, and gender

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Clearly communicate policies and student disciplinary procedures to all teachers.</p> <p>2) Create student advisory panel with a student representative from each grade.</p>	1, 2	Principal, C&CR Counselor, Teachers, Student Advisers	Year-end student surveys will reflect 25% more students believe that school policies are implemented fairly.				
Problem Statements: Perceptions 3							

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 3: 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>

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

State Objectives:


#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.

Performance Objective 3: Develop clear and logical strategies for addressing bullying, bullying prevention and education programs

Evaluation Data Source(s) 3: Student surveys; Discipline Records

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Support programs that foster positive student interactions (e.g., Rachel's Challenge; Random Acts of Kindness club). 2) Use student advisory panel as resource for bullying instances occurring. 3) Promote Anonymous Alert System	1, 2	Principal, C&CR Counselor, Teachers, Student Advisers	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.				
	Problem Statements: Perceptions 3						
							

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 3: 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>

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

State Objectives:







#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.

Performance Objective 4: Improve drug awareness and prevention programs.

Evaluation Data Source(s) 4: Student surveys; Programs in the school that focus on Drug/Alcohol Reduction

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Investigate and implement effective drug-prevention programs.</p> <p>2) Victim impact and survivor presentations.</p> <p>3) Survey students after presentations to determine most effective drug-prevention programs.</p> <p>4) Use student advisory panel as resource.</p> <p>5) Promote Anonymous Alert System.</p>	1, 2	Principal, C&CR Counselor, Teachers, Student Advisers	<p>Reduction in positive drug tests.</p> <p>Increased knowledge and awareness of drug facts.</p> <p>Increased student participation in Red Ribbon Week activities.</p>				
<p>Problem Statements: Perceptions 1, 3</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Increase parent involvement.
Problem Statement 3: 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.

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

State Objectives:

#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.

Performance Objective 5: Incorporate annual suicide prevention program.

Evaluation Data Source(s) 5: Student surveys; Presentations at HS

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Research effective suicide prevention programs.</p> <p>2) Develop a coherent program for bullying awareness, suicide, and school violence prevention.</p> <p>3) Victim impact and survivor presentations.</p> <p>4) Use student advisory panel as a resource.</p> <p>5) Promote Anonymous Alert System</p>	1, 2	C&CR Counselor, Principal, Teachers, Student Advisers	<p>Increased reporting of emotional difficulties to the counselor or teachers.</p> <p>Increased reporting of concerns through the Anonymous Alert System.</p> <p>Year-end student survey reveals 25% fewer students reporting knowing someone with possible suicidal thoughts.</p>				
Problem Statements: Perceptions 3							

Performance Objective 5 Problem Statements:

Perceptions
<p>Problem Statement 3: 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>

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

State Objectives:

#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

Performance Objective 1: Adopt competitive salary scales and benefits for teachers and paraprofessionals.

Evaluation Data Source(s) 1: Local districts pay scales and salaries.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Take into account yearly increases in health insurance premiums (district contribution) when calculating step and cost-of-living increases. 2) Increase beginning (Step 0) teacher pay. 3) Provide stipends for high school teachers who teach ELA, Mathematics, Science, and Social studies (STAAR-tested subject areas) and/or critical shortage areas.	1, 2, 3, 5	School Board, Superintendent District Admin.	- 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.				
Problem Statements: Demographics 1, 3, 4, 5, 6							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Competitive teacher/paraprofessional salary scale (including benefits).

Problem Statement 3: Clearly defined staff development program that adequately addresses needs of individual staff members.

Problem Statement 4: Mentor program (for new teachers and teachers new to WCHS).

Problem Statement 5: Paraprofessional certification and training.

Problem Statement 6: Unified plan to recruit new teachers.

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

State Objectives:

#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

Performance Objective 2: Develop a program of professional development that adequately addresses the needs of individual staff members.

Evaluation Data Source(s) 2: Region 10, Local School Cohort, Professional Conferences

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Solicit teacher input when planning professional development.	1, 2, 4, 5	Principal, Curriculum Director, CR&C Counselor	- Teachers regularly participate in professional development activities appropriate to their needs.				
2) Plan beneficial, campus-based professional development.			-Innovative and effective instructional strategies are employed to meet the academic needs of all students.				
3) Coordinate with local high schools to plan and/or host relevant professional development.			Problem Statements: Demographics 3, 4, 5, 6				
4) Provide teachers with time to develop, implement, and practice strategies and ideas learned from professional development.							
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Clearly defined staff development program that adequately addresses needs of individual staff members.
Problem Statement 4: Mentor program (for new teachers and teachers new to WCHS).
Problem Statement 5: Paraprofessional certification and training.
Problem Statement 6: Unified plan to recruit new teachers.

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

State Objectives:

#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

Performance Objective 3: Implement and regularly utilize better aligned Professional Learning Communities.

Evaluation Data Source(s) 3: Master Schedule

Staff Development Plan

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Plan the master schedule to allow for common conference periods within departments. 2) Utilize alternative scheduling (e.g., advisory schedule) to allow time for teachers to collaboratively plan instruction. 3) Enable teachers at the high school and middle school campuses to meet regularly (staff development) to vertically align courses in the same subject areas.	1, 2, 4, 5	Principal, CR&C Counselor Teachers	- 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.				
Problem Statements: Demographics 3, 4							
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Clearly defined staff development program that adequately addresses needs of individual staff members.
Problem Statement 4: Mentor program (for new teachers and teachers new to WCHS).

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

State Objectives:

#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

Performance Objective 4: Support appropriate paraprofessional certification and training.

Evaluation Data Source(s) 4: Region 10 conference/training.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for paraprofessionals to obtain and update state-required and/or -recommended certification. 2) Ensure that campus-based professional development provides options relevant to paraprofessionals.		Principal, Paraprofessionals, SPED Director, Curriculum Director	- 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.				
Problem Statements: Demographics 4, 5							
							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: Mentor program (for new teachers and teachers new to WCHS).
Problem Statement 5: Paraprofessional certification and training.

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

State Objectives:

#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

Performance Objective 5: Develop a unified plan to recruit and induct new teachers

Evaluation Data Source(s) 5: WCISD Website,
Region 10 Job Network
TAMU-C Job Board

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Participate in local college teacher job fairs, particularly that of TAMU-C . 2) Add WCISD to the TAMU-C College of Education teacher job site. 3) Develop a user-friendly and informative employment page on the district web site. 4) Create a research-based induction program for new teachers that includes participation in a strong mentoring program. 5) Participate in TAMU-C student teacher program.	1, 2, 3, 4, 5	District Admin., Principal, C&CR Counselor Curriculum Director	- WCHS attend the TAMU-C teacher job fair in spring 2018. - The district appears on the TAMU-C teacher job site. - Beginning teachers are retained by the district.				
Problem Statements: Demographics 1, 3, 4, 5, 6							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Competitive teacher/paraprofessional salary scale (including benefits).
Problem Statement 3: Clearly defined staff development program that adequately addresses needs of individual staff members.
Problem Statement 4: Mentor program (for new teachers and teachers new to WCHS).
Problem Statement 5: Paraprofessional certification and training.
Problem Statement 6: Unified plan to recruit new teachers.

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

State Objectives:

#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


Performance Objective 6: Promote effective instructional use of technology by replacing outdated teacher computers and providing state-of-the-art projection capability in all classrooms and labs.

Evaluation Data Source(s) 6: STAAR Data

Teacher Survey

Teacher Evaluations

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop time-line and needs-based inventory for replacement of outdated teacher equipment and purchase of new projectors.	1, 5	District Admin., Principal, Technology Director	- All teachers have updated computers and improved projection capability in their classrooms.				
Problem Statements: School Processes & Programs 5							
							

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 5: Replace outdated teachers' computers.

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.

Performance Objective 1: Increase parent involvement by 25%.

Evaluation Data Source(s) 1: Parent surveys and/or other feedback issued by district.
Community surveys and/or other feedback.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize early-release days for parent/teacher conferences. 2.)Use high-attendance athletic events to promote school activities. 3.) Encourage parental participation in campus surveys.	1, 2, 6	Teachers, CR&C Counselor, Principal	-Increased student achievement due to increased student involvement. -Establishment of dedicated parent/teacher conference days. -Allow parents to complete surveys at athletic events.				
Problem Statements: Perceptions 1, 2, 3							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Increase parent involvement.
Problem Statement 2: Extended parent communication(ex. email,text message).
Problem Statement 3: 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.

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.

Performance Objective 2: Employ multiple platforms to extend communication with parents.

Evaluation Data Source(s) 2: Communications data to include: Parent Portal Usage, Website Usage, Facebook Usage, and other Social Media

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>1) Develop an accurate, user-friendly, dependable web site.</p> <p>2.) Encourage parents to provide e-mail addresses and/or their preferred means of communication.</p> <p>3.) Designate School Reach Coordinator at high school and develop enhanced system usage.</p> <p>4.) Streamline beginning-of-year parent information packets.</p> <p>5.) Parents can be given a paper with information on how to sign-up and receive messages.</p> <p>6.) Address access to parent portal of online grade book.</p> <p>7.) Investigate universal teacher use of GAFE Classroom (lesson plans and resources).</p> <p>8.) Create and regularly use social media accounts (e.g., Facebook, Twitter, Remind 101) to inform parents and the community of happenings at school.</p>	1, 2, 4, 6	Teachers, CR&C Counselor Principal	<p>-Regular WCHS presence on social media platforms accessed by parents.</p> <p>-Routine use of parents preferred means of communication.</p>				
<p>2) Promote PTO membership drive.</p>	1	Teachers, CR&C Counselor, Principal	<p>-Increased involvement in PTO membership at the high school level.</p>				
<p>Problem Statements: Perceptions 1, 2, 3</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Increase parent involvement.

Problem Statement 2: Extended parent communication(ex. email,text message).

Problem Statement 3: 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.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	9	1	Monitor SPED student progress at all grade levels. 2) Increase SPED performance in SPED ELA, which was a safeguard not met. 3) Make appropriate interventions when necessary. 4) Identify college-bound SPED students to appropriately exit them from SPED.
2	1	1	Purchase and install safety features recommended by safety audit (e.g., magnetic strips for doors, improved locks for doors, updated signage, night locks. 2) Provide each classroom with emergency kit resources. 3) Schedule and execute regular fire, bad weather, and lock-down drills. 4) Explain and promote the Anonymous Alert System for reporting issues and concerns. 5) Address other needs raised by the safety audit.
2	2	1	Clearly communicate policies and student disciplinary procedures to all teachers. 2) Create student advisory panel with a student representative from each grade.
2	3	1	Support programs that foster positive student interactions (e.g., Rachel's Challenge; Random Acts of Kindness club). 2) Use student advisory panel as resource for bullying instances occurring. 3) Promote Anonymous Alert System
2	4	1	Investigate and implement effective drug-prevention programs. 2) Victim impact and survivor presentations. 3) Survey students after presentations to determine most effective drug-prevention programs. 4) Use student advisory panel as resource. 5) Promote Anonymous Alert System.
2	5	1	Research effective suicide prevention programs. 2) Develop a coherent program for bullying awareness, suicide, and school violence prevention. 3) Victim impact and survivor presentations. 4) Use student advisory panel as a resource. 5) Promote Anonymous Alert System

Campus Administrator

Committee Role	Name	Position
Classroom Teacher	Alayne Aikens	ELA Teacher
Administrator	Chris Sheets	HS Principal
Classroom Teacher	Fitzgerald Paula	CTE Teacher
Classroom Teacher	Garrett Ragan	Ag Teacher
Classroom Teacher	Jessica Merritt	History/ELA Teacher
Parent	Moore Jamie	Parent
Administrator	Rose Gardner	College and Career Readiness Counselor
Classroom Teacher	Whitney Swinson	Ag Teacher
Administrator	Williams Jamie	Dean of Students/Math Teacher
Business Representative	Tony Jenkins	Webb Hill Appliance

Addendums

Wolfe City ISD 17/18

Wolfe City HS 2017-18	GT	CTE	Special Ed	Comp Ed	ESL	HS Allot
	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	PIC 31
Teachers	0.12	4.28	2.39	1.00		1.08
Teacher Aides			3.18	0.18		0.00
Counselor						
TOTAL FTE	0.12	4.28	5.57	1.18	0.00	1.08
6100	\$29,446.00	\$234,599.00	\$259,354.00	\$67,897.00		\$50,409.00
6200		\$4,500.00				
6300	\$1,000.00	\$27,000.00	\$1,000.00			
6400	\$1,000.00	\$12,000.00	\$1,000.00	\$500.00		
Total	\$31,446.00	\$278,099.00	\$261,354.00	\$68,397.00	\$0.00	\$50,409.00