

Wolfe City Independent School District

Wolfe City Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Social Studies



Board Approval Date: November 16, 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!

Value Statement

Wolfe City Middle School ... We are P.R.O.U.D.

Prideful, Respectful, Organized, Upstanding, Determined

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wolfe City Middle School is a 2A school located in a rural district of approximately 1800 residents 60 miles northeast of Dallas. Our school is comprised of 162 students during the 2016-2017 school year. Of the total students represented 79% are white, 14% Hispanic, 4% black, and 3% other. 59% of the student make-up is male in gender. Special programs consist of 11% receiving Special Education services, 10% recognized as gifted and talented and 40% identified as At Risk with STAAR or standardized test failures being the main reason. Economically disadvantaged students comprise 65% of the overall enrollment in grades 6-8.

Demographics Strengths

- Teacher to student ratio below state average 16.4:1
- 100% teacher certification in teaching field
- 8th STAAR scores showing increases in sub pop groups
- Annual dropout rate is below state average
- Increase in staff retention rate

Student Academic Achievement

Student Academic Achievement Summary

Mathematics				
May 2017 STAAR Grade 6				
	Total Students	Approaches GL	Meets GL	Masters GL
Region	61,980	77.50%	46.22%	22.18%
State	384,610	75%	41%	17%
Wolfe City MS	55	76%	29%	5%
Reading				
Region	63,051	68.72%	38.61%	19.78%
State	391,613	67%	36%	17%
Wolfe City MS	55	75%	27%	5%
Mathematics				
May 2017 STAAR Grade 7				
	Total Students	Approaches GL	Meets GL	Masters GL
Region	53,717	68.67%	40.40%	18.77%
State	355,878	68%	38%	16%
Wolfe City MS	49	63%	29%	12%
Reading				
Region	61,962	72.78%	42.84%	24.61%
State	389,226	72%	40%	22%
Wolfe City MS	49	82%	45%	24%
Writing				
Region	61,851	69.22%	39.88%	13.89%
State	389,357	68%	37%	11%
Wolfe City MS	49	65%	20%	6%

2017 STAAR Grade 8				
Mathematics (March)	Total Students	Approaches GL	Meets GL	Masters GL
Region	51,287	76.29%	45.18%	13.97%
State	324,154	74%	43%	12%
Wolfe City MS	51	71%	35%	6%
Mathematics (May)				
Region	11604	40.48%	3.30%	0.18%
State	NA	NA	NA	NA
Wolfe City MS	16	31%	6%	0%
Reading (March)				
Region	58,975	77.14%	50.32%	25.05%
State	380,566	76%	47%	22%
Wolfe City MS	51	69%	51%	24%
Reading (May)				
Region	13,403	38.60%	5.20%	0.87%
State	NA	NA	NA	NA
Wolfe City MS	17	35%	0%	0%
Science				
Region	61,054	76.65%	49.31%	21.08%
State	382,710	74%	46%	18%
Wolfe City MS	54	72%	52%	11%
Social Studies				
Region	60,717	64.97%	35.02%	20.81%
State	383,327	62%	31%	18%
Wolfe City MS	54	65%	28%	17%

Student Academic Achievement Strengths

Strengths identified were small class sizes to enable more one on one instructional focus and limit unwanted classroom behaviors. The addition of increased and consistent discipline also aided in the positive use of instructional time. Student's surveyed showed a commonality of the concern and care that teachers showed all students at Wolfe City Middle School. Proud pack cards encouraged students good behavior, attendance, and completing classwork in a timely manner.

- Distinction earned in 8th grade Social Studies
- Reading scores in 6th-8th grades were all above state average
- Small class sizes
- Increased and consistent discipline
- Caring teachers
- Proud Pack Incentive

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special education students were not successful at passing the 8th grade math or reading STAAR test. **Root Cause:** Since the removal of the STAAR M test all Special Education students are required to take a regular STAAR test with an accommodated version only available on the computer.

Problem Statement 2: Accuracy of TEKS being taught is limited to teacher awareness. **Root Cause:** No systems are in place to track and monitor student progress throughout the year.

Problem Statement 3: Process' need to be implemented to target our struggling students with a more efficient RTI. **Root Cause:** No process currently in place.

Problem Statement 4: Low percentage of masters and meets scores on STAAR test. **Root Cause:** Limited engagement and rigor.

Problem Statement 5: Received safeguards for economically disadvantaged students in science and social studies. **Root Cause:** No systems in place to track economically disadvantaged students for RTI in all subject areas.

School Processes & Programs

School Processes & Programs Summary

Wolfe City Middle School is comprised of 13 highly qualified teachers, that all teach in their area of expertise and certification. Teacher to students ratio's average 16 student per teacher allowing for a more positive teaching and learn in environment in the classrooms. With the implementation of a mentor program for the 2016-2017 school year, new teachers to the campus had a clear line of communication to seek assistance on daily procedures.

Eduphoria has provided a great resource for data collection, review, and test generating. Training to further educate staff on all it's available uses is needed in the future in order to use it for it's full potential. This will be made available by our new curriculum The goal setting process contained within T-TESS has given teachers needed feedback to allow for teacher growth.

School Processes & Programs Strengths

- T-TESS
- Eduphoria
- Learning Lab
- Evaluations for teacher feedback
- Curriculum Director
- Technology is a priority of administrators and teachers
- Tier technology curriculum across three campuses
- 6 out of 9 teacher using Google applications
- Technology curriculum purchased
- Digital citizenship is a primary focus
- Keyboarding for students is a priority

The new teacher evaluation system, T-TESS, has opened lines of communication with administration and teaching staff. The system works off a growth mindset and has allowed for goal setting and personal reflection. These reflections have sparked conversations that were minimal before in how to best meet the needs of all our students. Clear rubric's for evaluation purposes makes this model non-threatening to teachers thereby creating a more suitable environment for constructive criticism.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher absences inhibit the continuation of student learning. **Root Cause:** High percentage of teacher absences for a multitude of reasons: personal days, sick days, high number of coaching staff that requires loss of instructional time.

Problem Statement 2: Effective use and training for paraprofessionals needs to be implemented for both para's and inclusion teachers. **Root Cause:** Ineffective use of time for paraprofessionals and limited training for inclusion classrooms.

Problem Statement 3: Teachers have shown deficits in retrieving reports within Eduphoria to analyze data. **Root Cause:** Lack of training with the Eduphoria program.

Problem Statement 4: Teachers struggle to target specific TEKS objectives for intervention. **Root Cause:** Lack of data with limited testing programs to evaluate student needs.

Problem Statement 5: The sharing of Chrome books has deterred teachers from using technology more frequently in class. **Root Cause:** Teachers are required to share Chrome book carts and have a difficult time accessing them for all class period when needed.

Problem Statement 6: Communication with parents is limited. **Root Cause:** No private phone is available to teachers to contact parents besides the principals office.

Perceptions

Perceptions Summary

Students and staff at Wolfe City Middle School have an overall feeling that they are supported and safe. There is a low student to teacher ratio at approximately 16:1. Assemblies are held annually to bring awareness to such issues as: anti-bullying, suicide prevention, and cyber-safety. With the implementation of the PROUD pack incentive program, student office referrals have decreased, attendance has gone up, and the overall morale of the school has increased. With the new school motto "We are PROUD" we have been able to set clear expectations for our students, that have been followed with consistent and fair discipline.

Perceptions Strengths

- Feeling of safety by students and staff
- Fire Drills
- Teachers feel supported by administration and has increased staff morale
- Incentive programs boost attendance, influence appropriate behaviors.
- Special Programs
- Church Support
- ECO Disadvantaged Program
- Education Foundation

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need for more rigorous awareness training in the areas of cyber bullying and sex-ting. **Root Cause:** Increased usage of social media with middle school students.

Problem Statement 2: Community and family involvement takes place mostly through athletic events. **Root Cause:** The lack of opportunity for

involvement limits parent and community participation within the school.

Problem Statement 3: Many parents are not accessing the usage of our parent portal program for student information. **Root Cause:** There is a lack of knowledge and training to equip parents with this program.

Problem Statement 4: Students and staff are unclear of expectations during a school lock down drill. **Root Cause:** No clearly planned lock down drills.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Other additional data

Goals

Goal 1: The students of Wolfe City Middle School will be challenged to achieve excellence through a well-balanced and appropriate curriculum, and will demonstrate exemplary performance.

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: Functioning RTI program to target specific sub pops and struggling students.

Evaluation Data Source(s) 1: RTI program in place and functioning. STAAR, local benchmark data.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
System Safeguard Strategy 1) Create an RTI program for student tracking. 2) Find flexible scheduling to include built in time during the day for intervention. 3) Provide summer school interventions for students who fail STAAR within a promotional year. 4) Provide staff development in targeting sub population groups. (ESL, Eco Dis, SPED, etc)	1	Classroom teachers, administration & Counselors	Improved STAAR and everyday student success. Safeguards removed for economically disadvantaged students in science and social studies.				
Problem Statements: Student Academic Achievement 3							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 3: Process' need to be implemented to target our struggling students with a more efficient RTI. **Root Cause 3:** No process currently in place.

Goal 1: The students of Wolfe City Middle School will be challenged to achieve excellence through a well-balanced and appropriate curriculum, and will demonstrate exemplary performance.

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: Increase number of students earning meets and masters on STAAR assessments.

Evaluation Data Source(s) 2: STAAR and benchmark results.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Increase honors classes to include all tested subject areas.		Principal, Teachers, Counselors, Support Staff	Greater percentage of students who earn Master and Meets on STAAR scores.				
2) Provide engagement and enrichment opportunities during the school day. 3) Added rigor and engagement to curriculum.	Problem Statements: Student Academic Achievement 4						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 4: Low percentage of masters and meets scores on STAAR test. Root Cause 4: Limited engagement and rigor.

Goal 1: The students of Wolfe City Middle School will be challenged to achieve excellence through a well-balanced and appropriate curriculum, and will demonstrate exemplary performance.

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 3: Authentic data collection for increased student tracking and earlier intervention.

Evaluation Data Source(s) 3: Nine weeks testing, benchmark testing.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Required submission by all teachers of their Year at a Glance. 2) Implementation of 9 Weeks Tests aligned with YAG 3) Intervention during the school day based on data findings. 4) Training in Eduphoria for teacher data analysis. 5) Professional Development required to target T-TESS Goals, and instructional weaknesses based on data findings.	2	Principal, Teachers, Curriculum Coordinator,	Earlier intervention for greater student success. A measurable progression of standards taught along with improvement in T-TESS goals.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 3, 4							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 2: Accuracy of TEKS being taught is limited to teacher awareness. Root Cause 2: No systems are in place to track and monitor student progress throughout the year.

School Processes & Programs
Problem Statement 3: Teachers have shown deficits in retrieving reports within Eduphoria to analyze data. Root Cause 3: Lack of training with the Eduphoria program.
Problem Statement 4: Teachers struggle to target specific TEKS objectives for intervention. Root Cause 4: Lack of data with limited testing programs to evaluate student needs.

Goal 2: Wolfe City Middle 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: Increase awareness and training for students and staff in the areas of bullying, cyber bullying, and sex-ting.

Evaluation Data Source(s) 1: Student surveys, programs within the school year that focus on bullying and sex-ting.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Provide bullying, cyber bullying and sex-ting awareness and prevention for staff and students. 2) Provide tobacco and drug free awareness for students and training for teachers. 3) Establish student led programs to develop a positive school climate. 4) Provide physical and mental health training to include suicide prevention. 4) Develop a campus safety team to address school safety needs.		Principal, counselors, teachers, transportation department, technology department, support staff.	Decrease in bullying incidents reported. Development of both student leadership groups and safety team. Reducing findings of safety audit. Overall knowledge of risk and signs of drug and tobacco use, suicide prevention, good physical and mental health.				
Problem Statements: Perceptions 1, 4							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Need for more rigorous awareness training in the areas of cyber bullying and sex-ting. Root Cause 1: Increased usage of social media with middle school students.
Problem Statement 4: Students and staff unclear of expectations during a school lock down drill. Root Cause 4: No clearly planned lock down drills.

Goal 3: Wolfe City Middle 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: Create a climate and working environment that maintains high employee morale.

Evaluation Data Source(s) 1: Teacher surveys, retention rates, teacher absences.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Increase in staff incentives		Principal, Office Staff, Curriculum Coordinator	Low teacher turn over rate and positive school morale.				
2) Create simple processes for daily task.							
3) Provide support with new required elements, YAG, Lesson Plans, etc.	Problem Statements: School Processes & Programs 1						
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher absences inhibit the continuation of student learning. Root Cause 1: High percentage of teacher absences for a multitude of reasons: personal days, sick days, high number of coaching staff that requires loss of instructional time.

Goal 3: Wolfe City Middle 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: Increase teacher effectiveness of retrieving student data for more specific TEKS intervention.

Evaluation Data Source(s) 2: Professional development in data analysis.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Eduphoria and Lead 4Ward training provided during staff development at the beginning of the school year.		Principals, Curriculum Director, SPED Department.	Increased use of data tracking programs.	✓	✓	✓	→
			Increased knowledge in inclusion supports.				
Problem Statements: School Processes & Programs 2, 3							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Effective use and training for paraprofessionals needs to be implemented for both para's and inclusion teachers. Root Cause 2: Ineffective use of time for paraprofessionals and limited training for inclusion classrooms.
Problem Statement 3: Teachers have shown deficits in retrieving reports within Eduphoria to analyze data. Root Cause 3: Lack of training with the Eduphoria program.

Goal 3: Wolfe City Middle 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: Increased use of technology in all subject areas.

Evaluation Data Source(s) 3: Visible use of technology, teacher lesson plans, programs being used.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Additional Chrome book carts for all content area teachers.		Technology and Curriculum Department	Increased use of technology for student instruction	✓	✓	✓	✓
2) Technology training provided from Caddo, Royce City and WCISD Google training.	Problem Statements: School Processes & Programs 5						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: The sharing of Chrome books has deterred teachers from using technology more frequently in class. Root Cause 5: Teachers are required to share Chrome book carts and have a difficult time accessing them for all class period when needed.

Goal 3: Wolfe City Middle 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: Recruit and retain highly qualified teachers.

Evaluation Data Source(s) 4: Teacher certifications, retention rate.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Use Region 10 TJN and collaboration with Texas A&M Commerce to recruit high quality teachers		Principal, Central Office	Greater pool of qualified applicants.				
2) Provide competitive salaries.	Problem Statements: School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher absences inhibit the continuation of student learning. Root Cause 1: High percentage of teacher absences for a multitude of reasons: personal days, sick days, high number of coaching staff that requires loss of instructional time.

Goal 4: Wolfe City Middle 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 school communication with parents.

Evaluation Data Source(s) 1: Parent surveys. increased means of communication.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Provide a District Facebook page.		Teachers, parent, counselor	Positive parent interaction and increased parent awareness and involvement.	✓	✓	✓	➔
2) Parent portal awareness training		Problem Statements: School Processes & Programs 6 - Perceptions 3					
3) Communicate with parents via Remind, School Reach							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: Communication with parents is limited. Root Cause 6: No private phone is available to teachers to contact parents besides the principals office.
Perceptions
Problem Statement 3: Many parents are not accessing the usage of our parent portal program for student information. Root Cause 3: There is a lack of knowledge and training to equip parents with this program.

Goal 4: Wolfe City Middle 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: Increase community involvement projects.

Evaluation Data Source(s) 2: Programs for community involvement.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Create a parent involvement committee.		Principal, Counselor, Teachers and Curriculum Director	Committee formed and functioning.				
Problem Statements: Perceptions 2							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Community and family involvement takes place mostly through athletic events. Root Cause 2: The lack of opportunity for involvement limits parent and community participation within the school.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Create an RTI program for student tracking. 2) Find flexible scheduling to include built in time during the day for intervention. 3) Provide summer school interventions for students who fail STAAR within a promotional year. 4) Provide staff development in targeting sub population groups. (ESL, Eco Dis, SPED, etc)

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Amber Northcutt	Testing Coordinator
Administrator	Melanie Williams	Campus Principal
Classroom Teacher	Kristi Malone	Reading Teacher
Classroom Teacher	Alisha McCleese	Science Teacher
Administrator	Shelia Gardner	Curriculum Coordinator
Counselor	Donna Gavlick	Counselor
Parent	Danielle Cagle	Parent Representative

Campus Funding Summary

State SPED 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State CTE 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State GT 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State COMP 24/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State ESL 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State HS 31					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 1 6100					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 2 6100					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 2 6200					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

Federal TITLE 3 6300					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Grand Total					\$0.00

Addendums

Wolfe City ISD 17/18

Wolfe City MS
2017-18

	GT PIC 21	Special Ed PIC 23	Comp Ed PIC 24,28	ESL PIC 25
Teachers		1.98	0.74	0.14
Teacher Aides		1.88		
Counselor				
TOTAL FTE	0.00	3.86	0.74	0.14
6100		\$182,271.00	\$34,426.00	\$9,171.00
6200				
6300	\$500.00	\$583.79	\$500.00	
6400	\$200.00	\$300.00		
Total	\$700.00	\$183,154.79	\$34,926.00	\$9,171.00