Wolfe City Independent School District

Wolfe City Middle School

2026-2027 Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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.

MISSION:

Wolfe City ISD provides an engaging and challenging learning environment that fosters safety, respect, and encouragement for all students, empowering them to become responsible citizens and inspiring a passion for lifelong learning.

Vision

Equipping students with the resiliency to confidently overcome life’s challenges, shaping them into well-rounded citizens who contribute positively to our community and the world.

Value Statement

Every day, each student will consistently model personal skills with empathy, while fostering an environment of safety, respect, and encouragement through the example set by teachers, staff, and students.

Every day, each student will be committed to being a responsible citizen through participation in service opportunities and demonstrating integrity.

Every day, each student will be given the opportunity to struggle productively and collaborate to develop perseverance and problem-solving skills leading them to take ownership of their personal goals.

Every day, each student will cultivate knowledge and embrace the resources and opportunities provided to pursue interests and passions beyond their K-12 experience.

Every day, each student will engage in meaningful learning experiences that inspire curiosity through intentional, relevant, and differentiated instruction to meet a variety of learning styles.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Our Middle School is in Hunt County located in North East Texas and is a 6th-8th grade district campus. Our enrollment for the past three years has been: (25-26 = 162), (24-25 = 162), (23-24 = 147). Demographic percentages for 2025-2026:

American Indian/Alaskan - 0.6%

African American – 2.5%
Hispanic/Latino – 28.4%
White – 63.6%
Hawaiian/Pacific Island - 0%
Asian – 0%
Two or more races - 4.9%

5.3% of our students are considered mobile, meaning that they are not continuously enrolled in our district throughout the year. Special education students represent 17.9% of our population, this percentage is approximately 2.4 percentage points higher than the state. The economically disadvantaged percentage is 63.58%, and 50.6% of our students are identified as at-risk. We do not have any migrant students. Our ESL students are 9.26% of our overall population. ESL students who exited the program at the end of the 25-26 school year have continued to be closely monitored and have performed successfully. Our gifted and talented percentage is 8%. GT students were served through a 6th – 8th grade pull-out program. Our dyslexia population is 14.8%. According to the most recent Texas Academic Performance Report, an overall portrait of our teaching staff would be a white with 1 to 10 years of experience and a bachelor's degree. Our average number of students per teacher is 12.

Demographics Strengths

1. Experienced teachers are in place. Smaller class sizes have allowed for more frequent monitoring of student progress.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus needs to identify white students and corresponding sub demographics they fall under.
Root Cause: Math STAAR scores at the meets and masters performance level for white students are considerably lower than the closing the gaps interim target percentages at all three grade levels. Overall, we need to define how these student groups are served and how progress is tracked throughout the year.

Problem Statement 2 (Prioritized): SPED student performance meeting grade-level standards on STAAR remains below the interim target percentage in both math and reading for all three grade levels.
Root Cause: Paraprofessional hiring vacancies during the 2025-2026 school year left general education math and reading classrooms understaffed and unable to consistently deliver required small-group support and accommodations for special education students through inclusion.

Student Learning

Student Learning Summary

Student Achievement

Student achievement data is derived from the Texas Academic Performance Report (TAPR), PEIMS, RDA, and State Accountability. We utilize Eduphoria and grade level/subject level meetings to disaggregate our student achievement data by passing rates in subject and grade, by ethnicity, by economically disadvantaged, by at-risk and not at-risk, by special education, and by mastery levels.

Significant achievement gaps exist between all students and EB/EL students in all areas (20 point gap) 2026 STAAR results.

For at-risk students, the gaps between them and students who are not at-risk are evident in math and reading. One-on-one intervention and hands-on activity should continue to be in place for these struggling learners (Accelerated instruction classes, paraprofessionals, interventionists, tutoring).

Scores for our Special Education population were low overall. We need to systematically utilize students' General Abilities scores to drive targeted planning practices.

Also, extended-year programs for our students failing state assessments are needed for acceleration.

To maintain a high interest in reading, we need to maintain our paraprofessional in the library to provide access and encouragement for reading, especially among our at-risk students.

Other areas of concern are reading and math, particularly for Special Education and At-Risk student groups.

Our scores for the Spring 2026 assessments are as follows:

	2026 STAAR Results		
	Approaches	Meets	Masters
6th Math	76%	38%	8%
6th RLA	82%	60%	20%
7th Math	80%	38%	7%
7th RLA	75%	53%	23%
8th Math	81%	57%	13%
8th RLA	86%	66%	33%
8th Science	87%	69%	46%
8th Social Studies	69%	50%	33%
8th Algebra I	100%	100%	70%

Curriculum, Instruction, and Assessment

In the Spring staff and administrators discussed professional development needs. These discussions and our student achievement scores drive our professional development. The curriculum, special programs, subject area vertical alignment, discipline, safety, technology, and best practices are all part of our staff development training. We have implemented the Region 10 online professional development courses for all employees.

We use Eduphoria to disaggregate and analyze benchmarks and local assessments to form data-driven instruction. This information allows us to form intervention groups and meet student needs. Progress Learning is utilized as a diagnostic tool to target instructional weaknesses. Throughout the year, benchmarks inform instruction and differentiation strategies. There are intervention classes embedded in the master schedule for accelerated learning.

The monitoring process for the curriculum includes weekly lesson plan checks, classroom walk-throughs, data meetings for unit assessments, and vertical and grade-level meetings. Assessments are developed by the content area teacher and analyzed during data meetings for STAAR alignment. The results are disaggregated and analyzed to drive instruction. Benchmark assessment results have aligned well with state testing performance.

Student Learning Strengths

1. In the accountability rating system, our strength is Closing the Gaps; Our school's 'Closing the Gap' metric measures how well our school serves individual student groups, ensuring academic success and progress among different populations rather than just looking at the student body as a whole. This includes racial and ethnic groups, economically disadvantaged students, emergent bilingual students, special education students, and other groups like foster or homeless youth.
For the 2025-2026 school year, our school received a closing the gaps percentile of 91. This indicates that we succeeded in meeting state-level academic achievement targets across a wide majority of our disaggregated student groups. This means that many of our demographic populations are hitting target milestones on the STAAR test.
Our success was driven by data driven PLCs, purposeful teacher planning for implementation, and targeted investments in our intervention program.

2. All intervention classes are designed around data-driven identified student needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math master level scores in all three grade levels are consistently below state average. 6th and 7th grade ELAR masters scores were below state average as well. We need to continue our support currently in place; tutoring, accelerated instruction/intervention, summer school (jumpstart).
Root Cause: While all students receive intervention, the at-risk students should be identified early in the year by teachers and tracked throughout the year to ensure progress. In addition, teachers will focus on purposeful and intentional questioning to increase rigor and student critical thinking skills. This data-driven approach should help to narrow these gaps as much as possible.

Problem Statement 2: Barriers to an effective after-school tutorial program remain a concern. We have limited resources for to use effectively in the after school program.
Root Cause: Overall we have a good process for analyzing the effectiveness of our curriculum and instruction.

Problem Statement 3 (Prioritized): Although the overall attendance rate is 94.7%, the campus falls into the fourth quartile when compared to other schools with similar demographics. By implementing a campus-wide attendance initiative, we can increase our overall attendance rate to 96%.
Root Cause: Students lack of engagement, health issues, and many other factors may contribute to chronic absenteeism.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment and Retention

Teachers overall score in the proficient or above range on their appraisals and are assisted with any areas needing improvement as well as feedback and coaching from the campus principal. The staff will receive high-quality professional development from Region 10 and other places such as; conferences to build their skills, knowledge, and capacity for responding to the needs of our stakeholders. New teachers have an assigned mentor and are required to attend the New Teacher Orientation for training and support.

In the Spring staff and administrators discussed professional development needs. These discussions and our students' achievement scores drive our professional development. The curriculum, special programs, subject area vertical alignment, discipline, safety, technology, and best practices are all part of our staff development training.

In the Summer, staff met in grade level teams with the principal to align curriculum. Each day staff planned the entire first semester and aligned base curriculum with approved supplemental resources.

District Context and Organization

Central office staff members accommodate the overall staffing and financial needs of the district as funds are available. Instructional support, classroom facilities, materials, and technologies are in place. Schedules are designed around student needs and include small class sizes. Additional instructional time is utilized to assist low-performing students.

Several of our campus teachers serve on the district decision-making committee. Teachers provide input on the types of assessments to be used and the calendar for benchmarking.

Technology

The district has invested a lot of time, money, and energy into becoming a 1:1 student-to-device campus. We have classrooms using Smart Boards, projectors, and a variety of other instructional technologies to enhance student learning. Our network allows for instant access for instructional use but is also monitored for appropriate use. This is critical since large amounts of our curriculum is technology-based. For the most part, our staff has eagerly embraced new technologies and are working to come up with new and innovative ways to improve their classroom instruction.

School Processes & Programs Strengths

1. The average teacher experience is 9 years. We have a pathway for our paraprofessionals to become certified teachers.

2. All intervention classes are designed around data-driven identified student needs.

3. The central office supports the campus needs.

4. One-to-one student-to-device ratio has helped to make technology integration successful.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Retention of teachers is becoming more of a struggle for our rural district. The number of uncertified teachers is considerably high. The number of available substitute teachers is low, making it difficult to maintain the level of instruction needed for our students to perform at their highest level.
Root Cause: We need to keep recruitment and retention of effective teachers at the top of our priority list.

Problem Statement 2: Barriers to an effective after-school tutorial program remain a concern.
Root Cause: Overall we have a good process for analyzing the effectiveness of our curriculum and instruction.

Problem Statement 3: Purchasing of online subscriptions needs to be streamlined. Technology products purchased by the district need to be evaluated annually for effectiveness.
Root Cause: Technology acquisitions need to be maintained as a regular item on the district/campus budgets. Grant funds should continue to be sought to alleviate the increasing technology demands.

Perceptions

Perceptions Summary

Campus Culture and Climate

The vision, mission, goals, and belief statements of the campus are focused on high expectations for everyone, and our students and staff are aligned with this concept. Our student attendance rate is at 94.7% indicating our students enjoy attending school.

We have been gun-free for the last several years. However, despite our best efforts, continued school shootings have left our students and staff feeling unsettled. Social emotional learning for our students is in place to encourage anger management and conflict resolution.

As a deterrent for "would-be" offenders, we have security in place, such as the defender program, badge/keyless entry, bullet resistance film on all exterior doors and windows, security fencing between buildings, Pack Dads (volunteer males for morning duty), and door monitoring.

We have a district counselor on campuses to address any mental health challenges and to provide character education. Our staff works closely with children in need and provides counseling, supplies, and donations of food and clothing when needed. Most of our students participate in extracurricular activities.

Parent and Community Engagement

Our school is putting measures in place to improve parental engagement. We recognize the link between campus and district success and a strong partnership with stakeholders. Parents take advantage of many opportunities for involvement with the school district, and we are working to more effectively document and compile data to measure parental involvement.

Each teacher is encouraged to have communication with parents on a regular basis and required to have communication with parents of failing students. Parents and community members serve on decision-making committees that drive change.

Most of our parents attend Meet the Teacher Night and Parent & Family Engagement Night in the fall and Spring Fling Awards Ceremony at the end of the school year.

We ask parents and community members to serve on our School Health Advisory Committee (SHAC).

The online gradebook keeps parents informed of their child's grades and attendance. The parent notification system, school website, and school social media accounts are also avenues for parents to receive needed information about school events.

As our school continues to grow and flourish, we will continue to make efforts to ensure that every parent feels welcome and connected to our schools.

Perceptions Strengths

1. People, equipment, and supplies are in place to make the campus as safe as possible.

2. Avenues for parental communication have increased.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continued training of safety procedures for staff should be maintained.
Root Cause: Overall, the community, students, and staff are proud stakeholders in our district and campus.

Problem Statement 2: Higher attendance by parents and community members at committee meetings is needed as well as communication between teachers and parents.
Root Cause: New and greater efforts need to be made to get business/community/parent members involved as educational stakeholders for our campus. Teachers will make efforts to communicate with parents more often throughout the year, with a focus on more positive communication.

Priority Problem Statements

Problem Statement 1: SPED student performance meeting grade-level standards on STAAR remains below the interim target percentage in both math and reading for all three grade levels.

Root Cause 1: Paraprofessional hiring vacancies during the 2025-2026 school year left general education math and reading classrooms understaffed and unable to consistently deliver required small-group support and accommodations for special education students through inclusion.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus needs to identify white students and corresponding sub demographics they fall under.

Root Cause 2: Math STAAR scores at the meets and masters performance level for white students are considerably lower than the closing the gaps interim target percentages at all three grade levels. Overall, we need to define how these student groups are served and how progress is tracked throughout the year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Math master level scores in all three grade levels are consistently below state average. 6th and 7th grade ELAR masters scores were below state average as well. We need to continue our support currently in place; tutoring, accelerated instruction/intervention, summer school (jumpstart).

Root Cause 3: While all students receive intervention, the at-risk students should be identified early in the year by teachers and tracked throughout the year to ensure progress. In addition, teachers will focus on purposeful and intentional questioning to increase rigor and student critical thinking skills. This data-driven approach should help to narrow these gaps as much as possible.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Although the overall attendance rate is 94.7%, the campus falls into the fourth quartile when compared to other schools with similar demographics. By implementing a campus-wide attendance initiative, we can increase our overall attendance rate to 96%.

Root Cause 4: Students lack of engagement, health issues, and many other factors may contribute to chronic absenteeism.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

- Mobility/stability rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1: Required S5: All students, including those in special education and other special needs programs, will show continuous academic improvement in reading and math.

Performance Objective 1: Required S5: Scores in Reading and Math will be in the 1st Quartile for Closing the Gap and Academic growth on 2026 STAAR assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Required F1: A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Supplies to support all functions of the school will be purchased. **Strategy's Expected Result/Impact:** Improved Academic Achievement **Staff Responsible for Monitoring:** Campus Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 2: Required S4,S6, F6: STAAR assessment data will be disaggregated and used to inform instruction that particularly addresses the needs of those at risk of not meeting the challenging State academic standards. **Strategy's Expected Result/Impact:** Data and STAAR Results **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 3: Required F4: To increase the amount and quality of learning time and help provide accelerated curriculum for struggling learners, reading and math will be blocked for additional instruction and intervention will be held during the school day as well as after school. **Strategy's Expected Result/Impact:** Master schedule, tutoring logs, STAAR Results **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 4: All formative assessments will be STAAR formatted. **Strategy's Expected Result/Impact:** Unit Assessments, STAAR **Staff Responsible for Monitoring:** Campus Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Required F2 & F4: To extend learning while coordinating local, state, and federal resources, Summer Enrichment Camps and Summer School for at-risk students will be in place. **Strategy's Expected Result/Impact:** Summer School Enrollment **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Required F3: Students will use independent reading time to enhance reading fluency and vocabulary development, to target meets scores. **Strategy's Expected Result/Impact:** Required Independent Reading of Library Books, STAAR **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Required F3: To ensure opportunities for all students to meet the challenging state academic standards, the principal will conduct regularly scheduled meetings, at least quarterly, with individual teachers to analyze student growth, grades, and assessment performance. Special attention will be given to reading and math to focus on meeting the state meets and masters average. **Strategy's Expected Result/Impact:** Formative Quarterly meeting notes, STAAR results **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Required F6: To increase blended learning and fluency in math and reading, Progress Learning computer program will be utilized to assess and provide individualized instruction for at-risk students and other struggling students to target instructional gaps. Current student devices and robust internet connections will be in place to support uninterrupted online program access. **Strategy's Expected Result/Impact:** Progress Learning and STAAR results **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Required F3: To provide opportunities for all children to meet the challenging State academic standards, a rigorous aligned curriculum will be used for instruction in all courses. **Strategy's Expected Result/Impact:** TRS Alignment, Eduphoria Unit Tests, STAAR Results **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Required S5: All students, including those in special education and other special needs programs, will show continuous academic improvement in reading and math.

Performance Objective 2: Required S3: An educational program that meets the unique and diverse needs of all students will be provided.

High Priority

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Required F3: To promote critical thinking, students will have the opportunity to participate in UIL. Practice time and resources will be provided. **Strategy's Expected Result/Impact:** UIL Participation, STAAR Results **Staff Responsible for Monitoring:** Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 2: Required S3: Identified gifted students will be served during elective classes. **Strategy's Expected Result/Impact:** Differentiated GT Lessons, STAAR **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 3: Required by DIP: To provide a well rounded education, fine arts programs including theater and band will be offered. **Strategy's Expected Result/Impact:** Program participation **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 4: Required S3: Bilingual/ESL certified teachers, will assist emergent bilingual students in becoming proficient in English and reaching higher academic achievement. Through pull out support from the Campus ESL Coordinator. **Strategy's Expected Result/Impact:** Formative ESL Sessions, STAAR **Staff Responsible for Monitoring:** Campus Principal				

Strategy 5 Details	Reviews			
Strategy 5: Required S3: Dyslexia students will be served through dyslexia class.	Formative			Summative
Strategy's Expected Result/Impact: Dyslexia lesson plans, STAAR	Oct	Feb	June	
Staff Responsible for Monitoring: Campus Principal, Dyslexia Teacher				

Strategy 6 Details	Reviews			
Strategy 6: Required F3: The library aide will be utilized to encourage reluctant readers and promote reading opportunities along with managing library resources.	Formative			Summative
Strategy's Expected Result/Impact: Library circulation records, STAAR	Oct	Feb	June	
Staff Responsible for Monitoring: Campus Principal				

Strategy 7 Details	Reviews			
Strategy 7: Required F5: To provide each eighth grade student with an effective transition to high school, all eighth graders will attend an informational meeting for help in course selection and a guided tour of the campus.	Formative			Summative
Strategy's Expected Result/Impact: Orientation Record, Completed Course Selection	Oct	Feb	June	
Staff Responsible for Monitoring: Campus Principals				

Strategy 8 Details	Reviews			
Strategy 8: Required S13: For the coordinated school health program, the curriculum will be Teen Health by Glencoe utilized to explore and emphasize overall wellness. Higher Fitnessgram results will be the goal.	Formative			Summative
Strategy's Expected Result/Impact: Fitnessgram Scores	Oct	Feb	June	
Staff Responsible for Monitoring: Campus Principal				

Strategy 9 Details	Reviews			
Strategy 9: Required S3: To promote academic growth, modified instruction (if appropriate), accommodations/ accessibilities, tutorials and intervention classes will be provided for special education students and other students (including 504) in need of intervention.	Formative			Summative
Strategy's Expected Result/Impact: IEP and 504 Records, STAAR	Oct	Feb	June	
Staff Responsible for Monitoring: Campus Principal				

Strategy 10 Details	Reviews			
Strategy 10: Required S3: Paraprofessionals, in conjunction with the teacher of record, will provide small group instruction in class to pre- teach, reinforce, and build confidence for special education students and other struggling students.	Formative			Summative
Strategy's Expected Result/Impact: 9 Week Grades, Unit Test Results, STAAR Results	Oct	Feb	June	
Staff Responsible for Monitoring: Campus Principal				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 11: Required F5: To promote post-secondary opportunity awareness, 8th grade students will be taken on a tour of a local college/university or trade school. **Strategy's Expected Result/Impact:** 8th Grade Orientation Records, STAAR Results **Staff Responsible for Monitoring:** Campus Principal				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 12: Required F5: To promote awareness of post-secondary career opportunities, some 7th grade students will be enrolled in College & Career Exploration CTE class and middle school students may participate in Wolfe City FFA programs. **Strategy's Expected Result/Impact:** CTE courses and FFA Participation **Staff Responsible for Monitoring:** Campus Principal				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Required S5: All students, including those in special education and other special needs programs, will show continuous academic improvement in reading and math.

Performance Objective 3: 100% of the instructional staff, including teachers and paraprofessionals, will be appropriately certified and trained, and sufficient campus personnel for all school functions will be in place. Title II funds will be used in part to fund staff development activities.

High Priority

Evaluation Data Sources: Certification Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Appropriately certified teachers, counselors, and paraprofessionals will be recruited and retained by offering a quality work environment, administrative support, and ample professional developmental opportunities in content knowledge and classroom practices through Region 10 ESC and other providers. **Strategy's Expected Result/Impact:** Staff Records, STAAR Scores **Staff Responsible for Monitoring:** Campus Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 2: Required S11: Staff development regarding classroom management, discipline policies, gang awareness, conflict resolution, restraint training, crisis management, and student code of conduct will be provided. **Strategy's Expected Result/Impact:** PD Registrations, STAAR Scores **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 3: Required S14: Each year, reading and math teachers will attend applicable workshops or other training pertaining to closing the instructional gaps in these subjects. **Strategy's Expected Result/Impact:** PD Registrations, STAAR Scores **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 4: Required S14: GT training for all teachers will be provided through the District GT Coordinator, dyslexia training will be through Region 10 online module and onsite dyslexia therapist, SPED training will be onsite through IEP conferences, and 504 and ESL training will be onsite and/or through Region 10. **Strategy's Expected Result/Impact:** PD Records, STAAR Scores **Staff Responsible for Monitoring:** Campus Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 5: Required S3 & F6: Staff Development regarding at-risk students, causal factors related to dropouts, and procedures for prevention and recovery will be provided. Define the At-Risk identification process. **Strategy's Expected Result/Impact:** PD Records, STAAR Scores **Staff Responsible for Monitoring:** Campus Principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 6: Required by DIP: Staff development on technology integration, curriculum alignment, STAAR instructional strategies, and TTESS will be in place with an annual evaluation on program's success. **Strategy's Expected Result/Impact:** TTESS, TEKS Resource System usage list, walkthroughs, student scores on benchmarks and grades Summative: STAAR reports **Staff Responsible for Monitoring:** Campus Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Required S5: All students, including those in special education and other special needs programs, will show continuous academic improvement in reading and math.

Performance Objective 4: Average attendance will be no less than 96%.

High Priority

Evaluation Data Sources: Attendance Report

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Parents will be mailed an attendance letter every three weeks each nine weeks. **Strategy's Expected Result/Impact:** Attendance Records, STAAR Scores **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Required F6: An attendance incentive for all students as well as a Truancy Intervention Plan for students with excessive absences will be implemented. **Strategy's Expected Result/Impact:** Attendance Records, STAAR Scores **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Required S3: Homeless children and youth will be provided with counseling services, housing information, personal toiletry items, and tutoring services, as needed, to support their enrollment, attendance, and success. **Strategy's Expected Result/Impact:** Homeless Student Attendance, STAAR Scores **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The campus will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

Performance Objective 1: Parent and Family Engagement will increase by 10% by providing parents with current, timely information about their child's learning and school events which promote learning.

Evaluation Data Sources: PFE Event Sign-In Sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Required S12: The campus will inform parents of school events and activities through the parent notification system, social media, and Parent Square. **Strategy's Expected Result/Impact:** Communication Records **Staff Responsible for Monitoring:** Campus Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 2: Required S12: Parents will be invited to attend Meet the Teacher, Open House, and Parent Information Nights. **Strategy's Expected Result/Impact:** Sign-In sheets **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 3: Required S12: Teacher/parent conferences to discuss what the school will do to help students meet standards, what the parent can do to help student performance, and what additional assistance is available to students will be scheduled with At-Risk students. **Strategy's Expected Result/Impact:** Teacher Summative, STAAR Scores **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 4: Required S12: Parents will be invited to serve as educational stakeholders on the campus site-based committee. **Strategy's Expected Result/Impact:** Campus Site Base Meeting Sign-In Sheets **Staff Responsible for Monitoring:** Campus Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The campus will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

Performance Objective 2: At least one new partnership with a community organization will be created in the year.

Evaluation Data Sources: Community Event Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Community organizations/members will be contacted to serve as educational stakeholders for the middle school through service on school committees. **Strategy's Expected Result/Impact:** Sign-In Sheet, Agenda **Staff Responsible for Monitoring:** Campus Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 2: The community will be informed/invited to attend school fine arts performances such as band concerts and one-act plays, as well as the Spring Fling Awards Ceremony, 8th-grade slide show, and athletic events. **Strategy's Expected Result/Impact:** Sign-In Sheets, Program Agenda **Staff Responsible for Monitoring:** Campus Principal				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: The campus will provide a safe, orderly, and inclusive setting for all students.

Performance Objective 1: The number of discipline referrals will continue to decrease as a result of safety/discipline measures in place.

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Required S11: To reduce the threat of student violence (including dating violence), bullying, and suicide, a comprehensive school counseling program will be in place with a guidance plan (regularly updated) to teach conflict resolution, honesty, and concern for others. **Strategy's Expected Result/Impact:** Counselors Log, Discipline Records **Staff Responsible for Monitoring:** Campus Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 2: Required S11: The campus will provide training for the prevention of and education concerning sexual harassment and other forms of bullying in school, on school grounds, and in school vehicles, including student reporting of violence through the anonymous online reporting system. **Strategy's Expected Result/Impact:** PD Records, Discipline Records **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 3: The school Defender program will help maintain a safe learning environment for all students and staff. **Strategy's Expected Result/Impact:** SRO Reports, Discipline Records **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 4: For students removed from the classroom for severe disciplinary infractions, a Disciplinary Alternative Education Program (DAEP) will be in place to help prevent dropouts. In-School Suspension Program (ISS) and afterschool/ lunch detentions will be used as discipline interventions for less severe disciplinary infractions. **Strategy's Expected Result/Impact:** ISS, Lunch Detention and DAEP assignments, Number of discipline referrals **Staff Responsible for Monitoring:** Campus Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 5: Required S11: Drug dog random searches will occur throughout the school year. **Strategy's Expected Result/Impact:** Drug Dog Contract, Dates on campus **Staff Responsible for Monitoring:** Campus Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The campus will provide a safe, orderly, and inclusive setting for all students.

Performance Objective 2: 100% of students and staff will consider the Middle School a safe environment.

Evaluation Data Sources: Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Required S13: Basic first aid safety procedures, Stop the Bleed, and CPR training will be in place.	Formative			Summative
Strategy's Expected Result/Impact: PD Records, Safety Records **Staff Responsible for Monitoring:** Campus Principal, Superintendent	Oct	Feb	June	

Strategy 2 Details	Reviews			
Strategy 2: The Emergency Operations Plan to include procedures to follow in such crises as fire, bad weather, bomb threats, and intruders will be in place.	Formative			Summative
Strategy's Expected Result/Impact: Completed EOP Plan, Dates of Safety Drills **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

Strategy 3 Details	Reviews			
Strategy 3: Required S11: A crisis management team will annually receive specialized training and provide assistance for violence prevention and violence intervention.	Formative			Summative
Strategy's Expected Result/Impact: Crisis Management Team Meeting Sign-In Sheets, Safety Records **Staff Responsible for Monitoring:** Campus Principal	Oct	Feb	June	

Strategy 4 Details	Reviews			
Strategy 4: Required S11: Safe and drug free activities, such as Red Ribbon Week, will be in place and supplies and incentives provided through Region 10 SDFS Co-Op will be utilized.	Formative			Summative
Strategy's Expected Result/Impact: Dates of Activities, Discipline records **Staff Responsible for Monitoring:** Campus Principal, Counselor	Oct	Feb	June	

Strategy 5 Details	Reviews			
Strategy 5: Required S11: Students with mental health issues and/or struggling with emotional well-being will be referred to the counselor. (TCHATT, Charlie Health)	Formative			Summative
Strategy's Expected Result/Impact: Counselor Logs, Referrals **Staff Responsible for Monitoring:** Campus Principal, Counselor	Oct	Feb	June	

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 6: A Defender program, where anonymous staff members will be armed for the protection of the campus, will be in place. **Strategy's Expected Result/Impact:** PD Records, Safety Records **Staff Responsible for Monitoring:** Campus Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue