Wolfe City Independent School District

Wolfe City High School

Accountability Rating: A

Distinction Designation:
Academic Achievement in Science, Academic Achievement in Social Studies, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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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

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Comprehensive Needs Assessment

Demographics

Summary

Wolfe City High School enrollment numbers over the past three years are 2023-2024 =225, 2024-2025, and 2025-2026 = 222. Demographic percentages for 2025-2026 were:

African American- 1.4%

Hispanic- 23.4%

White- 70.7%

Asian- 0.9%

Two or More Races- 2.6%

Strengths

We have 12 more males than females. 6.9% of our students are considered mobile, meaning that they are not continuously enrolled in our district throughout the year. Special education students represent 11.30% of our population, and 8.1% of our population are identified as being dyslexic. The economically disadvantaged percentage is 55.4%, and 39.2% of our students are identified as at-risk. We do not have any migrant students; the percentage of students in the English as a Second Language program is 4.5%, and they receive instruction in a designated ESL classroom setting. ESL students who exited the program at the end of the 24-25 school year have continued to be closely monitored and have performed successfully. Our gifted and talented percentage is 7.7%. Gifted and talented program will be clarified to render specific services for GT students. 95.5% of our students were enrolled in at least one CTE class. According to the most recent Texas Academic Performance Report, an overall portrait of our teaching staff would be a white female with a bachelor's degree with 1 to 5 years of experience. Our average number of students per teacher is 10.7. CONCLUSIONS/PRIORITIES: Despite demographic challenges our students are doing well on EOC assessments.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Mastery level is not at acceptable levels across the board	Raising the expectations and rigor in every classroom is imperative to change the culture of just wanting to do the bare minimum to pass
2 ★	Accelerated Instruction students are not growing academically as expected	FLEX intervention is not effective overall and we need to develop a new plan of intervention
3 ★	ESL population is continuing to grow faster than teacher growth and certification	Getting our teachers certified and trained for ESL

★ = Priority

Student Learning

Summary

Student achievement data is derived from the Texas Academic Performance Report (TAPR), PEIMS, RDA and State Accountability. We utilize Eduphoria and 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.

The achievement gap between our Whites and Hispanics is still large in categories of “Approaches”, “Meets”, and “Masters”.

The gap between Economically Disadvantaged students and All-Student group was consistent with the performance of all students. The approaches and meets scores for these students were very close, and some cases higher, than Campus percentages. However, mastery was much lower across the board. This indicates a need for change in our interventions. Our Special Education population scores were 10 points lower that the all students group, but were lowest in Reading/ELA. Again, because the Special Education tested population is small, the analysis is somewhat skewed. We need to systematically utilize students' General Abilities scores to drive targeted planning practices. Our credit recovery program has prevented many of our at-risk students from getting behind in their classes and dropping out and efforts to establish a more robust program will be initiated this year. Our Disciplinary Alternative Education Program (DAEP) helps our students with emotional/behavioral issues to not suffer academically while out of the regular classroom. Also, extended-year programs for our students failing state assessments are needed for acceleration. The TAPR indicates that these efforts for our at-risk students have resulted in a 0% dropout rate and 97.7% graduation rate, and the district needs to keep these interventions in place to maintain that rate. The paraprofessional in our library helps provide encouragement for reluctant users of the library especially among our at-risk students. We did not receive Accountability Ratings for 2020 or 2021 due to the pandemic, but for the 2022 school year WCHS received an overall “B” rating. For 2023, 2024, & 2025, WCHS received an "A" rating. Our scores for the Spring 2026 assessments are as follows: Algebra I EOC = 92% approaches, 50% meets, 17% masters English I EOC = 86% approaches, 63% meets, 7% masters English II EOC = 81% approaches, 63% meets, 9% masters Biology EOC = 100% approaches, 84% meets, 35% masters U.S. History EOC = 100% approaches, 76% meets, 25% masters (Includes all sub pops on STAAR) Conclusion: The above students who fail to meet approaches should be identified by the teachers and tracked throughout the year to ensure progress. This data-based approach should help to narrow these gaps as much as possible.

Strengths

Overall, our student achievement percentages are much higher than the state’s, and our campus received an A rating.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Mastery scores are significantly lower than Approaches and Meets	Raising the standards in every classroom and developing Honors level work for Honors classes.
2	Interventions are ineffective and not monitored closely	Interventions are mainly offered during Flex time and are ineffective

★ = Priority

School Processes & Programs

Summary

CURRICULUM, INSTRUCTION, AND ASSESSMENT: Staff and administrators were consulted on professional development needs. This information and our student achievement scores drive our professional development. Curriculum, special programs, subject area vertical alignment, discipline, safety, technology, and best practices are all part of our annual staff development training. We have implemented the Region 10 learning platform to all employees. In recent years, the campus has made great strides in improving our instruction, thus improving our assessment results. The campus uses Eduphoria to disaggregate and analyze benchmark and local assessments to form datadriven instruction. Throughout the year, benchmarks inform instruction and differentiation strategies. The monitoring process for the curriculum includes subject area meetings. Assessments are developed by the teams of subject area teachers using STAAR released tests and STAAR interim tests data. The results are disaggregated and analyzed to drive instruction. Benchmark assessment results have aligned well with state testing performance. Our campus school day includes before and after school tutorial sessions.

Conclusion: We need to develop an even more unified and consistent method of diagnostic testing for longitudinal data and planning purposes.

TECHNOLOGY: Our high school is a one-to-one (1:1) campus, meaning that each student is issued a district managed chromebook. We have classrooms using laptops, interactive panels, document cameras, digital projectors, Chromebooks, 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 a lot 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.

Conclusion: 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. A reduction of technology use on a daily basis in the classroom is needed. Students should be writing and thinking rather than copying and pasting.

DISTRICT CONTEXT AND ORGANIZATION: Central office staff members accommodate the overall staffing and financial needs of the district as funds are available. Instructional supports, classroom facilities, materials, and technologies are in place. Schedules are designed around student need and include small class sizes. Additional instructional periods are offered for low-performing students. Several of our campus teachers serve on the district decision-making committee, and the district central office has an open-door policy concerning ideas and opinions. Teachers provide input on types of assessments to be used and the calendar for benchmarking. The high volume of transfer students from surrounding districts speaks highly of the good reputation and culture of our district. Conclusion:

The conversations with students and teachers regarding needs/ideas before decisions are made should continue and even strengthen with the formation of a principal's council and other initiatives.

Strengths

Students are given multiple opportunities to pursue various pathways of learning. Our CTE classes are strong, and vocational education is preparing kids for careers after high school

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Too many of our best students are not enrolled in courses on our campus.	The number of dual credit classes being offered makes it difficult for our best students to complete a pathway.
2	We are not consistent with completed pathways	Too many of our pathways do not have upper level options for students.

★ = Priority

Perceptions

Summary

The vision, mission, goals, and belief statements of the campus are focused on high expectations for everyone, and our students and staff are aligned to this concept. At Wolfe City High School, our campus has a positive atmosphere where there is teamwork among the staff and the students are engaged. However, despite our best efforts, continued school shootings have left our students and staff feeling vulnerable. We have a district professional counselor available for students with any mental health challenges. We have a safety committee which meets on an as-needed basis after drills and/or lockdowns and review audits and procedures after any incident on campus. Safety and security measures that we have in place are the defender program, badge/keyless entry, bullet proof film on exterior windows, video door bells on highly traffic entrances, silent panic alert technology. Our staff works closely with children in need and provides counseling, supplies, and donations of food and clothing when needed. Most of our students are in extracurricular activities, a reflection of their satisfaction of the school culture and climate.

CONCLUSION: Overall, the community, students, and staff are proud stakeholders in our district and campus.

FIGURE OUT RETENTION RATE. During recent years we have had very high staff turnover. We have too many non-certified teachers. Overall, teachers score in the proficient range on their appraisals and are provided assistance with any areas needing improvement as well as feedback and coaching from campus principals. The staff will be attending high quality professional development provided by Region 10 and other places including conferences to build their skills, knowledge, and capacity for responding to the needs of our stakeholders. New teachers will be supported by the staff through a mentor/instructional coaching program embedded in the campus with tenured teachers as well as the dean and the principal.

Conclusion: We need to keep recruitment and retention of effective teachers at the top of our priority list.

PARENT AND COMMUNITY INVOLVEMENT: Our parents take advantage of many opportunities for involvement with our campus, and we are working to more effectively document and compile data to measure parental involvement. Each teacher is required to have one parent-teacher conference per year (face-to-face or other communication style). Parents and community members serve on the campus site-based decision-making committee that drives change at our campus. Most of our parents attend Meet the Teacher Night and Meet the Wolves in the fall. We ask parents and community members to serve on our School Health Advisory Council (SHAC). Local businesses provide donations for campus activities and scholarships for our Senior class. 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. Our campus hosts an award ceremony at the end of the year for parents. High school graduation ceremonies are well-attended. As our high school continues to grow and flourish, we will continue to make efforts to ensure that every parent feels welcome and connected to our school.

Conclusion: Parent and Community Engagement is woven into the structure of the school, but the campus is always looking for ways to increase this area of stakeholder involvement.

Strengths

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

WCISD has implemented a pathway for our paraprofessionals to become certified teachers and is working to bring TIA to our district and Student Teacher Grant programs.

Parental engagement is above average at our campus. Business/community members are involved as educational stakeholders for our campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Disregard for chain of command by parents and community members	Many feel that their longevity in this community gives them special privileges and access to district admin for issues that should be addressed at lower levels before calling the Superintendent
2	The need has been recognized for increased campus security with the addition of fencing to secure areas outside of the main campus building where students are frequently present. Cost has been an issue, but it is being addressed with safety and security grant funding in stages to better secure the premises.	Campus layout is not conducive to fencing

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Mastery level is not at acceptable levels across the board	Raising the expectations and rigor in every classroom is imperative to change the culture of just wanting to do the bare minimum to pass
2 ★	Accelerated Instruction students are not growing academically as expected	FLEX intervention is not effective overall and we need to develop a new plan of intervention
3 ★	ESL population is continuing to grow faster than teacher growth and certification	Getting our teachers certified and trained for ESL

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Teacher/Student Ratio**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Wolfe City High School will offer an innovative and challenging curriculum that meets the needs of all students while encouraging them to participate actively in their academic growth

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Required S5: At the "MEETS" level, students will reach the following achievement goals for 25-26: Algebra 1 70%, Biology 75%, English 1 75%, English 2 75%, US History 70%.

Evaluation Data Source: STAAR EOC results

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 will be purchased to meet each area of need.

Strategy's Expected Result/Impact: Higher Academic Achievement

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

October	February	June
Some Progress	Some Progress	

Strategy 2

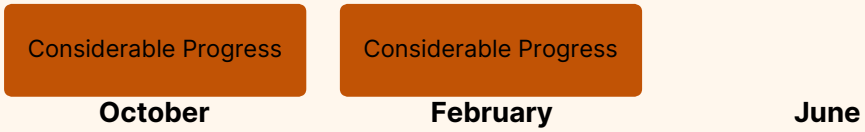
Required F4 &F6: To extend learning time, a tutorial session will be provided before school and after school to better meet the needs of our students at risk of not meeting the challenging state academic standards. Summer-school tutorials will also be available for students still struggling at the end of the school year.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews



Strategy 3

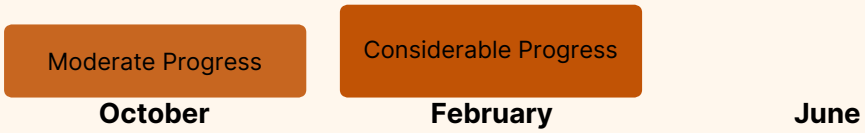
Required F4: To increase the amount of quality learning time for students who have failed an EOC in a previous administration session by providing STAAR EOC accelerated learning classes in the students daily schedule.

Strategy's Expected Result/Impact: Higher Academic Achievement

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews



Strategy 4

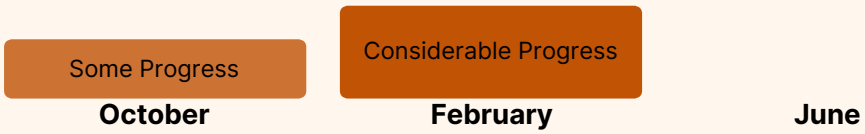
Required S4: In order to identify any student who may be at risk for academic failure, assessment data (local assessments, EOC, etc.) will be disaggregated (by ethnicity, socioeconomic status, gender, special education and at-risk) using Eduphoria reports or other data to determine learning gaps; intervention strategies, including individualized, supplemental online instruction, will be developed to reduce these gaps.

Strategy's Expected Result/Impact: Higher Academic Achievement

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews



Goal 2

Wolfe City High School 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

Required S12: 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 Source: Parent sign-in sheets, website hits, social media views and reactions

Strategy 1

Required F5: To ensure an effective transition from junior high to high school, the campus will encourage incoming freshman students, along with their parents, to attend Fish Camp.

Strategy's Expected Result/Impact: Freshmen students and parents to be informed of expectations and requirements in high school

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	February	June

Strategy 2

For students struggling academically or behaviorally, teacher/parent conferences will be held to discuss what the school will do to help students, what the parents can do to help students, and what additional assistance is available for students.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October	February	June

Strategy 3

Parents will be encouraged to participate in the educational process by volunteering, attending award assemblies, helping with classroom activities, and attending extracurricular activities.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 4

The campus will conduct home visits, send attendance letters, and make telephone calls to help parents understand the benefits of their children attending school.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 5

Parents will be informed of school events and activities through Thrillshare, school marquee, school webpage, Parent Portal, mailouts, and social media.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 6

Discipline infractions resulting in time out of class will be conveyed to parents within a 24-hour period.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 7

Required: Parents will be invited to attend Meet the Teacher Night, Meet the Wolves, Dual Credit information meetings, Open House, Pep-rallies, Awards ceremonies, special events, and Parent Information Nights.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 8

Required: Parents will be invited to serve on the Campus Site-Based Committee, and their input will be used in campus decision making.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 9

Required for coordination with DIP: Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given and information will be posted on the school website and WC ISD web page for students, parents, and staff; included will be

information concerning the Teach for Texas Grant and the Toward Excellence, Access, and Success Grant (TEXAS) and other higher education financial aid opportunities and admission requirements.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 10

The campus will provide online gradebook and attendance access for parents through Parent Portal.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principal, Technology Director

Formative Reviews

October	February	June

Strategy 11

Teachers will be required to make 5 positive contacts with parents each month

Strategy's Expected Result/Impact: Increased parent and family engagment

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Performance Objective 2

Required: At least one new partnership with a community organization will be created in the year

Evaluation Data Source: Increased number of participation from previous year

Strategy 1

Community organizations will be contacted to serve as educational stakeholders for the high school through service on school committees.

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	February	June

Strategy 2

The community will be invited to attend school fine arts performances such as band concerts and art gallery displays.

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	February	June

Strategy 3

The community will be invited to attend high school banquets, awards ceremonies, and graduation ceremonies.

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 4

Community will be invited to support Wolf of the Week by providing gift cards for students

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 5

Social media/Internet postings of student achievements and interactions, such as Wolf of the Week, Dancing for Donuts, etc..

Strategy's Expected Result/Impact: Increased Community engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Goal 3 Wolfe City High School will provide a safe and secure environment conducive to learning for all students.

Performance Objective 1

Safety discipline measures will be in place to ensure accurate coding and reporting for all incidents.

Evaluation Data Source: PEIMS discipline report

Strategy 1

Drug dog random searches will occur throughout the school year.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Superintendent, Principal

Formative Reviews

October	February	June

Strategy 2

Monitor vape sensors in restrooms, and locker rooms

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Superintendent and Principal

Formative Reviews

October	February	June

Strategy 3

Required S13: To support the coordinated school health program and 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: Safer school environment

Staff Responsible for Monitoring: Counselor and Principal

Formative Reviews

October	February	June

Strategy 4

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 anonymous online reporting system.

Strategy's Expected Result/Impact: Safer School Environment

Staff Responsible for Monitoring: Superintendent, Principal, Counselor

Formative Reviews

October	February	June

Strategy 5

Required F2: Local Police officers ensure a safe learning environment for all students and staff. Coordinating with local, county, and state resources, the district will maintain memorandums of understanding (MOU) with area law enforcement.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Superintendent

Formative Reviews

October	February	June

Strategy 6

Required for coordination with DIP: For students removed from the classroom for severe disciplinary infractions, a Disciplinary Alternative Education Program (DAEP) will be in place to provide in-house instruction; this instruction will allow DAEP students to remain on grade level and will help prevent dropouts. Lunch Detention and In-School Suspension will be used for less severe infractions.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Principal, DAEP Teacher

Formative Reviews

October **February** **June**

Strategy 7

All students who participate in extra-curricular, co-curricular, and/or drive a vehicle on school property will be subject to random drug-testing.

Strategy's Expected Result/Impact: No use of drugs on campus

Staff Responsible for Monitoring: Superintendent and Principal

Formative Reviews

October **February** **June**

Strategy 8

The Office of the District Attorney will provide information to students on the misuse of social media and the repercussions it can cause.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Principal and Counselor

Formative Reviews

October **February** **June**

Strategy 9

Staff will be trained in classroom management, campus discipline plan, student code of conduct, harassment, and discrimination.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Principal

Formative Reviews

October **February** **June**

Performance Objective 2

100% of Wolfe City High School students and staff will consider the campus a safe environment

Evaluation Data Source: Staff and student surveys

Strategy 1

A more effective system will be in place for students to report dating violence, bullying, sexual harassment and sexual violence. {Dating violence is defined as intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship as defined by Section 71.0021 of the Texas Family Code. Bullying is defined as written or oral expression or physical conduct that a school district's board designee determines. Sexual Harassment is defined as conduct that is severe, pervasive and objectively offensive in such a manner that can be said to deprive the victim or student access to the educational opportunities provided by the school. Sexual violence is defined as sexual assault, sexual abuse or sexual stalking of a minor child or teenager.}

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Principal, Counselor

Formative Reviews

October	February	June

Strategy 2

Allergy information will be collected on students at the beginning of the year. The school nurse will develop an emergency action plan for each student who has a severe/life threatening allergy.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Principal and Nurse

Formative Reviews

October	February	June

Strategy 3

Required S13: To support the coordinated school health program, a member of the campus staff will serve on the district School Health Advisory Council to assist in communicating information regarding health issues.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Principal and Nurse

Formative Reviews

October	February	June

Strategy 4

Basic first aid safety procedure, Stop the Bleed, and CPR training will be in place.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Principal and Nurse

Formative Reviews

October	February	June

Strategy 5

The Emergency Operations Plan to include procedures to follow in such crises as fire, bad weather, bomb threats, and intruders will be in place.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 6

Required S11: A crisis management team will annually receive specialized training and provide assistance for violence prevention and violence intervention

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Principal

Formative Reviews

October	February	June

Strategy 7

Safe and drug free activities, such as Red Ribbon Week, will be in place, and supplies and incentives provided through Region 10 RDSF Co-Op will be utilized.

Strategy's Expected Result/Impact: No use of drugs on campus

Staff Responsible for Monitoring: Principal and Counselor

Formative Reviews

October **February** **June**

Strategy 8

Required for coordination with DIP: Students with mental health issues and/or struggling with emotional well-being will be referred to TCHATT and Charlie Health.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: Principal

Formative Reviews

October **February** **June**

Strategy 9

Positive behavior interventions and support will be utilized to prevent disciplinary infractions.

Strategy's Expected Result/Impact: More positive school climate

Staff Responsible for Monitoring: Principal

Formative Reviews

October **February** **June**