

WOLFE CITY ELEMENTARY SCHOOL

2014 – 2015

CAMPUS IMPROVEMENT PLAN

PLANNING AND DECISION MAKING COMMITTEE MEMBERS:

Gina Giles, Pre-K Teacher
Bonnie Pickerill, Kindergarten
Liz Myrick, 1st Grade Teacher
Kimberly Crump, 2nd Grade teacher
Leslie Luken, 3rd Grade Teacher
Molly Oliver, 5th Grade Teacher
Dona Gavlick, Counselor
Cathy Orum, Title I Lab Teacher
Sharon Duncan, Technology teacher
Karen Downs, Dyslexia teacher
Susan Taraba, Principal

Wolfe City Elementary Mission Statement

At Wolfe City Elementary each child is our child,
whom we prepare for a life time of learning,
by encouraging curiosity,
teaching the skills to face academic challenges, to
become caring, tolerant, and responsible people
in our ever changing world.

State of Texas Compensatory Education Student Eligibility Criteria

A student under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Title 1 School-wide Components

1. Comprehensive needs assessment
2. School-wide reform strategies
 - opportunity for all students to meet state proficient and advanced levels of academic achievement
 - effective instructional strategies, based on scientifically based research
 - strategies to address all student populations, especially low-achieving and at risk of not meeting state standards
3. Highly qualified teachers
4. Professional development
5. Parental involvement
6. Strategies to attract highly qualified teachers
7. Transition plans (early programs to elementary school)
8. Inclusion of teachers in use of assessments
9. Effective, timely assistance to students experiencing difficulty
10. Coordination of programs

Component 1: Comprehensive Needs Assessment

Funding source—Local funds

Strategy	Data Source	Formative/Summative Evaluations	Timeline	Persons Involved
Will disaggregate data by student populations	TEKS, STAAR, benchmarks, AEIS report	Benchmarks, STAAR	Quarterly benchmarks, report cards, annual AEIS reports	Teachers, Principal

Component 2: School wide Reform (Scientifically Research-Based) Strategies

Funding source—Local, SCE (24), Sp. Ed. (23), Title I (211), GT (21), Accelerated Reader (404), ELL (263). REAP (288)

Strategy	Scientifically Research-based Resources	Formative Evaluations	Summative Evaluations	Persons Responsible
All students, including special populations, will achieve or exceed proficient level on STAAR and local assessments through strengthening the core academic program. LEP participation rate will increase.	Accelerated Reading and Math, literacy strategies, Istation, Think Thru Math, Target the Question, Lone Star Digital Math Boards, Reading Basal assessments, Take Flight Dyslexia program, utilizing math manipulatives, Saxon Phonics, math facts fluency, Frog Street Press, Big Day for Pre-K, interactive notebook, Android apps, Excel	TPRI, STAR assessments, track benchmarks, report cards, , track reading levels of K-2 students, track fluency rates, AR and AM reports, 3 week monitoring for students at- risk, Eduphoria. ESGI PK/K testing screener, Texas Resources System (TRS)	TPRI, STAAR, STAAR-A,, STAAR-Alt, lesson plans, curriculum changes	Teachers, Principal, Special Programs Director, Curriculum Director, district Testing Coordinator
Provide <u>enriched</u> and <u>accelerated</u> curriculum for all students, with emphasis on LEP students.	Rosetta Stone, Accelerated Math and Reading, Title I program, differentiated instruction, in-school tutoring, U.I.L. competition	Report cards, progress reports, STAR assessments, TPRI, track benchmarks, projects, STAAR intensive instruction focusing on student needs	TPRI, STAAR, lesson planning, ESGI	Teachers, Principal Special Programs Director

Will address the needs of special populations utilizing inclusion in the classroom.	Accelerated Reading and Math, Title I Labs, Sp. Ed. resource/content mastery, learning lab, GT, ELL, Dyslexia, RTI/enrichment classes	Report cards, progress reports, STAAR assessments, TPRI, track benchmarks, projects, IEP reports, Eduphoria, Texas Resources System	TPRI, STAAR, ARD meetings, 504 meetings, LPAC meetings, GT testing	Teachers, Principal, Special Programs Director
Will provide supplemental help for under-achieving students utilizing RTI strategies.	Tier 2/ Tier 3 interventions, Summer School, reading and math labs, Math Fact Fluency, Istation, Think Thru Math, tutorials, ELL, Sp. Education, Dyslexia, Title I, small group literacy rotations for K, 1 st , and 2 nd grades, RTI/enrichment classes	IEPs, report cards, progress reports, benchmarks, TPRI, running records, Eduphoria, TRS	TPRI, STAAR, ARDs, 504 meetings, LPAC meetings	Teachers, Principal
Improve science scores	Region 10, science fair, target science vocabulary words, Cavs/Science, interactive notebooks, Weather Bug	Track benchmarks, report cards, STAAR scores, projects, campus-wide science fair, Eduphoria, TRS	STAAR, lesson plans, curriculum changes	Teachers, Principal
Utilize higher level questioning formats	Bloom's questions, student- centered learning, Mentoring Minds, questioning wheels, differentiated instruction with Menus	Track benchmarks, report cards, STAAR scores, projects	STAAR, lesson plans, curriculum changes	Teachers, Principal
Provide Care Team meetings for tracking at-risk students	Care Team meetings, notes, data, anecdotal records	Istation, Think Thru Math, benchmark tracking, report cards, STAAR/TPRI scores	Improvement of student scores	Title I teachers, Principal, classroom teachers, Counselor, Nurse
Utilizing weekly PLC (Professional Learning Communities) groups	TPRI, STAAR, assessment data	blue RTI folder data	TPRI, STAAR, blue RTI folder	Title I teachers, Principal, classroom teachers, Counselor, Nurse

Component 3: Instruction by Highly Qualified Teachers

Funding sources—Local funds, Sp. Ed. (23), GT (21), Title I (211), Title II TPTR (255), Title V Block grant, CATE (22)

Strategy	Resource	Formative Evaluations	Summative Evaluations	Persons Responsible
Will provide on-going staff development opportunities to improve student achievement through use of disaggregated data and best practices research	Region 10 ESC, peer guidance teaching, ALTA conference	Participation, local evaluations for workshops, share highlights for staff development at faculty meetings	PDAS, successful student achievement	Teachers, Principal, Curriculum Director
Ensure that teachers have the required state credentials and notify parents/community if a teacher is not appropriately certified within the first twenty days of school	Region 10 ESC, Texas A&M University-Commerce	On-going review of credentials	PDAS, SBEC	Principal, Central Office

Component 4: High-quality Teachers and ongoing Professional Development

Funding source—Local funds, Title V Block grant, Title I (211), GT (21), Sp. Ed. (23), ELL (263)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Improve literacy groups and fluency program	Model lessons in classroom, Take Flight dyslexia program, Saxon Phonics and Spelling, RTI Training/Mods in classroom, K-5 RTI/Enrichment classes	Number of participants, Istation reports, running records, TRS assessments	Successful student achievement, Istation reports, running records, STAR reports, TPRI scores, STAAR scores, TRS assessments	Principal, Site-Based Committee, Region 10, lab teachers
Provide teacher training in math for grades K-5 with emphasis on new math TEKS	Use of manipulatives, model lessons, problem solving, Region 10, new math TEKS	K-2 EOY math assessments, STAAR	Successful student achievement at end of year	Principal, Site-Based Committee, Title I math teacher, Region 10

Improve writing composition scores by providing vertically aligned campus –wide focus skills	Use campus teachers to model lessons in classrooms	Successful student achievement, writing samples 9 weeks (drafts)	Successful student achievement	Principal, classroom teachers, writing committee, Curriculum Director
Increase LEP participation rate for STAAR	Rosetta Stone, effective use of LPAC accommodations, differentiated instruction	Improved scores through data driven benchmarks	More LEP participation in STAAR	Teachers, Principal, Special Programs Director
Target at-risk PK-5 students in reading, math, and science scores	Region 10 Science, ELA, and Math Cadre meetings, higher level questioning strategies, CAST, interactive notebooks	STAAR scores, assessment scores, track tutoring progress, monitor number of professional development hours	STAAR scores, data analysis	Principal, classroom teachers Region 10, Math Cadre member, Science Cadre member, ELA Cadre member
Increase the number of students who show progress in STAAR/TPRI in grades K-5	STAAR and TPRI training, Region 10	Data analysis	STAAR scores, BOY, MOY, EOY TPRI scores	Classroom teachers, Region 10, Principal
Provide in-staff math Training and programs for teachers	Accelerated Math, math boards, Istation, Think Thru Math, Eduphoria	Sign-up sheets	Successful student achievement	Classroom teachers, Principal, Curriculum Director
Increase students' fluency levels and math skills during lab interventions and tutorials	Promethean boards, Math Facts in a Flash, A.R./A.M., , Istation, Think Thru Math	Sign-up sheets	Successful student achievement	Classroom teachers, Principal, Curriculum Director
Provide training for technology applications in everyday lessons	Technology workshops for: <ul style="list-style-type: none"> • Discovery Streaming • Interactive websites • Promethean boards • Document cameras • Projectors • Flip cameras • Tablets 	Documented in lesson plans,	PDAS evaluations, lesson plans	Computer Teacher, Principal, classroom teachers, District Technology/Curriculum Director

Encourage teachers to seek ELL certifications	Provide time out of classroom for testing	Application for testing	Certification documentation	Classroom teachers
Continue training for ELL certified teachers	SIOPP training, ELL training	Sign-up sheets	Certification documentation	Classroom teachers, Principal
Encourage grade level teachers to visit other grade levels	Provide time for teachers to visit classrooms for curriculum ideas	Sign-up sheets	Discussion at faculty meetings	Classroom teachers, Principal

Component 5: Strategies to Attract High-quality, Highly-qualified Teachers

Funding source—Local funds, Title II (255), Title V Block grant, Title I (211), GT (21), Sp. Ed. (23), ELL (263), Instruction (11)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will recruit and retain highly-qualified teachers	Region 10 ESC, universities, district webpage	AEIS data, district service awards	Successful student achievement, pay increases, longevity pay	Principal, Central Office
An active PTO will volunteer throughout the year giving support to our staff	PTO fundraisers	Number of teachers helped	Increase in teacher morale	PTO President and Executive Board

Component 6: Parental Involvement Strategies

Funding--Local

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will maintain a written parental involvement policy and school-parent compact	Enrollment packet	School-parent compacts signed and returned	Parent involvement in Title I meetings and conferences	Principal, Title I teachers, Counselor
Will meet annually with parents to explain Title I program, requirements, and participation	Campus calendar, parent meetings, Title I meetings	By spring	Parent participation	Principal, Title I teachers, Counselor
Will continue on-going parent training	PTO parent academies for Fall and Spring	Sign-in sheets	Parent participation	Principal, Teachers, PTO, Counselor
Will inform parents of State's academic content, assessment, and achievement standards	Meet the Teacher Night, parent conferences, campus brochure	Sign-in sheets	Improved student success	Principal, teachers, Counselor
Will improve communications between school and parents and ensure that information is in a language parents can understand	Monthly and weekly newsletters, parent-teacher conferences, interpreter, weekly assignment sheets, district web site, teacher web sites, School Reach, translation program, ELL parent classes for English, behavior training, parent communicator folders, School Messenger, Remind 101, Facebook, Anonymous Alert, Parent Portal	Parent participation in conferences; website usage	Improved student success	Principal, teachers, Counselor
Will implement a parent volunteer program	Campus translator	Number of parent responses	Improved student success	Principal, teachers, Counselor, PTO
Encourage Parent participation in Special Programs	Night at the Museum, Book Fair, Science Fair, Veterans Day, Christmas program, class parties, Muffins for Moms, Donuts for Dads, Grandparent's Day,	Number of parent responses	Improved student success	Principal, teachers, Counselor, PTO

	Talent Show, Community Guest Readers, Public School Week, Field Day, Career Day, Pride Rallies			
LEP Parent Partnership	Provide parent training in English as a Second Language through use of Rosetta Stone, provide regularly scheduled parent meetings with translator to discuss upcoming events/ assignments for LEP students	Number of parent participators	Improved communication with parents, improved English language development for parents	Special Program Director, Counselor

Component 7: Transition Activities for Preschool Children

Funding—Local, ELL (263), Pre-K grant (415), Title 5 Block grant

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will help eligible LEP and economically disadvantaged Pre-K students transition to elementary program	Pre-K reading and language arts program, Big Day for Pre-K curriculum, ELL classes	Pre-K and kindergarten roundup in Spring, early literacy tests	LAS; Report Cards	Principal, Pre-K teachers
Inform community of upcoming school events and programs	Pamphlets, brochures, newsletters, web pages, School Reach	Rate of parent involvement	Sign-in sheets	Principal, classroom teachers
Maintain Pre-K 4 program to help develop language skills of non-English speaking students and PPCD students	Develop Pre-K 4 assessment information	Test results	End of year testing	Pre-K4 teachers, Principal
Child Find	Advertising, flyers	Number of students identified	Number of students identified	Special Education Diagnostician

Component 8: Inclusion of Teachers in Academic Assessment Decisions

Funding—Local, AR Initiative grant (404), Title V Block grant

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will implement strategies to involve teachers in assessment decisions to improve student achievement and instructional program	Vertical alignment teams, Region 10 ESC, STAAR/TEKS workshops, Site-Based team, testing evaluations from benchmarks, TPRI tests, running records, CARE Team meetings	Development of benchmarks, participation on committees, workshop attendance	Improved student success on report cards, STAAR, local assessments	Principal, classroom teachers

Component 9: Assisting Students Experiencing Difficulties Mastering the Proficient Achievement Standards

Funding—Local, AR Initiative grant (404), Title I (211), REAP grant (288), SCE (24), ELL (263)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will implement strategies to assist students who have not mastered state achievement standards	ELL, Title I labs, STAAR Tutoring, Special Education Department, Literacy groups, TPRI Fluency Kits, Tier 2/3 Instruction, In class tutoring, STAAR writing intensive instruction block, Take Flight dyslexia program, spiraling math objectives	Lesson plans, benchmarks, local assessments, running records	Report cards, TPRI, STAAR, progress reports, RT1 folders	Principal, teachers, Counselor

Component 10: Coordination and Integration of Federal, State, and Local Services and Programs

Funding—Local, Title IV (204)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will implement Texas Behavior Support Initiative strategies to prevent bullying and violence	TBSI training, Drug-free Schools training, Character First, Counselor provides guidance lessons, after school detention, ECO, Student of the Week, Weekly Guidance Lessons,	Reduction in office referrals	Reduction in number of repetitive discipline referrals	Principal, teachers, Counselor
Will implement health and nutrition programs to decrease child obesity and improve child welfare	CATCH program, Foods of Minimal Nutrition guidelines, Fire Prevention Week, MARK program through Fish Ministries.	Increase in perfect attendance awards	Increase in perfect attendance for the year	Principal, Nurse, PE teacher, lunchroom staff, Fire Department volunteers, Counselor
Will ensure that safety plans are reviewed annually with staff	Safety plan review	Sign-in sheet	Faculty meeting evaluation form	Principal
Will educate students in safe school procedures	Fire Prevention Week; Red Ribbon Week; Tobacco Free Program; Study groups for anger management, divorce, social skills, fire/tornado drills, Evacuation Drills.	Agendas, sign-up sheets	Reduction in repetitive discipline referrals; evaluation of programs	Counselor, Principal, Student Council, Fire Department
Will implement Wolfe City Clothes 4 kids shopping for needy students	Fundraising efforts, donations from faculty and community	Number of children served	Number of children served	Counselor, Clothes 4 kids Committee

Component 11: Child Sexual Abuse Policy

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
To maintain a written child sexual abuse plan (BQ Legal)	Board Policy, Policy Online	Parent involvement in meetings and conferences Reduction in offenses	Reduction in offenses	Superintendent, Principal, Counselors, Teachers, and School Board
Will meet annually with parents for awareness education	TEA website, Student Handbook, Counselors, Parent Academy	Sign-in sheets, Follow-up	Parent participation, Improved student safety for child sexual abuse	Principal, Counselors and Teachers
Will plan training for administrator, counselors, and teachers	TEA website, Student Handbook, Counselors	Sign-in sheets, Follow-up	Improved student safety for child sexual abuse	Principal, Counselors and Teachers
Will provide counseling for students involved in offenses	TEA website, Student Handbook, Counselors	Reduction in offenses	Improved student safety for child sexual abuse	Principal and Counselors
Will implement enforcement of protective orders and school based alternatives to protective orders	Police and court reports/order	Reduction in offenses	Improved student safety for child sexual abuse	Superintendent, Principal, Counselors and Teachers

**Wolfe City Middle School
Campus Improvement Plan
2014-2015**

Planning and Decision Making Committee Members:

Shawn Martin, Middle School Principal

Jonathon Lloyd, History Teacher/Dean of Students

Penny Elam, ELA Teacher

Kristi Malone, Math Teacher

Melanie Williams, Science/Tech Teacher

Dona Gavlick, Counselor

Danielle Cagle, Parent

Kim Ramsey, Curriculum Director

Wolfe City Middle School Mission Statement

Wolfe City Middle School strives to provide students with a safe and enriching learning environment that encompasses positive influences, provides the tools necessary for future success, and develops skills for life-long learning.

State of Texas Compensatory Education

Student Eligibility Criteria

A student under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Title 1 School-wide Components

1. Comprehensive needs assessment
2. School-wide reform strategies
 - opportunity for all students to meet state proficient and advanced levels of academic achievement
 - effective instructional strategies, based on scientifically based research
 - strategies to address all student populations, especially low-achieving and at risk of not meeting state standards
3. Highly qualified teachers
4. Professional development
5. Parental involvement
6. Strategies to attract highly qualified teachers
7. Transition plans (early programs to elementary school)
8. Inclusion of teachers in use of assessments
9. Effective, timely assistance to students experiencing difficulty
10. Coordination of programs

Component 1: Comprehensive Needs Assessment

Funding source > Local funds

Strategy	Data source	Formative/Summative Evaluations	Timeline	Persons involved
Will disaggregate data by student populations	Benchmarks, AWARE, Texas Middle School Fluency Assessment (TMSFA) Texas Math and Science , and 2013-14 STAAR and STAAR ALT	Report cards, benchmarks, AWARE, TMSFA, STAAR	9-week report cards, Jan/Feb benchmarks, begin./middle/end TMSFA , STAAR	Principal, Teachers, Counselor

Component 2: Schoolwide Reform (Scientifically Research-Based) Strategies

Funding > Local, SCE (24), Sp. Ed. (23), Title I (211), GT (21)

Strategy	Scientifically Research-based Resource	Formative Evaluation	Summative Evaluation	Persons responsible
All students, including all special populations, will achieve or exceed proficient level on STAAR and local assessments through strengthening the core academic program. Percent of students taking STAAR-Alt will be 4% of enrollment or less by 2015.	Accelerated Reading, STAAR resources, AWARE, Think Through Math, IStation, Study Island, counseling, mentoring, innovative teaching methods, integration of technical programs, STAAR remediation classes, maintain low student to teacher ratio in core academic subjects, TEKS Resource curriculum, Promethean boards/ slates available/response units, Science Starters, interactive whiteboard licenses for science and math	STAAR assessments, benchmarks, report cards & progress reports, projects, AWARE, TMSFA, lesson plans	STAAR, STAAR-Alt, TELPAS, AYP, higher state rating for campus	Principal, Teachers, Counselor, Sp. Ed. Dir.
To create a comprehensive mapped curriculum. Provide electronic textbooks for all students by 2020.	Accelerated Reading, Study Island, IStation, Think Through Math, GT classes, counseling, mentoring, innovative teaching techniques, integration of technical programs such as Promethean boards with ActiveInspire, inclusion, college and career guidance, TEKS Resource curriculum, online resources, Discovery Education, Project Based	Report cards, progress reports, AWARE, TMSFA, STAAR assessments, benchmarks, projects, vertical alignment meetings, unit assessments	STAAR, STAAR-Alt, lesson plans	Principal, Teachers, Sp. Ed. Dir. Region 10

	Learning,			
Will address the needs of special populations.	Accelerated Reading, Title I, 504, GT, ESL, Sp. Ed. Resource, Sp. Ed. failure intervention, Dyslexia, inclusion model in core subjects, math labs, Scottish Rites Reading Program, SRA Science, Science Concept Links, Scientific Minds Science Starters, ActivExpressions and ActiVotes,	Report cards, progress reports, STAAR assessments, benchmarks, projects, IEP progress reports, PBMAS, reduction in failure ARDs	STAAR, STAAR-Alt, ARD meetings, 504 meetings, LPAC meetings, AYP, TELPAS	Principal, Teachers, Sp. Ed. Dir., Region 10
Will provide supplemental resources to aid in all students learning. Implement higher level critical thinking skills in instruction.	Summer school, ESL, Dyslexia, Title I, STAAR remediation classes, math labs, RtI labs, Sp.Ed. services, mandatory STAAR tutoring, Scottish Rites Reading Program, Scientific Minds Science Starters, Eduphoria Forethought, Khan Academy, , retesting policy,	Report cards, progress reports, benchmarks, advisory contacts, progress monitoring	STAAR, STAAR-Alt, ARD meetings, 504 meetings, LPAC meetings	Principal, Teachers, Counselor, Sp. Ed. Dir.

Component 3: Instruction by Highly Qualified Teachers

Funding Sources > Local funds, Sp. Ed. (23), GT (21), Title I (211), Title II TPTR(255), Title V Block grant, CATE (22)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons responsible
Ensure that teachers have the required State credentials and notify parents/community if a teacher is not appropriately certified within first twenty days of school.	Region 10 ESC, Texas A&M University-Commerce	On-going review of credentials	PDAS, SBEC	Principal, Central Office, Sp. Ed. Dir., Superintendent, Hunt County Coop.
Will implement strategies to ensure that staff development reflects identified needs, especially in area of new technologies and new state testing	Region 10 ESC, Title II, D.A.T.E. Grant, teacher trainers	Participation by staff, vertical team planning	PDAS, successful student performance on STAAR	Principal, Teachers, Kim Ramsey, Central Office

Component 4: High-quality Teachers and ongoing Professional Development (teachers, principals, paraprofessionals, and if appropriate, pupil services personnel and parents)

Funding > Local funds, Title V Block grant, Title I (211), GT (21), Sp. Ed. (23), ESL (263)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will recruit and retain highly-qualified teachers. Will provide on-going staff development opportunities to improve student achievement, induction and mentoring program for new teachers or for those new to their teaching field.	Region 10 ESC, universities, district webpage , mentoring teachers, teacher trainers	AEIS data, district service awards, walk-throughs, registration for TeXes tests	Successful student achievement, PDAS, passing score on TeXes test	Principal, Central Office, Mentor Teachers, Sp. Ed. Dir., Superintendent

Component 5: Strategies to Attract High-quality, Highly-qualified Teachers

Funding > Local funds, Title II (255), Title V Block grant, Title I (211), GT (21), Sp. Ed. (23), Instruction (11)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will recruit and retain highly-qualified teachers. Stipends for Math and Science Teachers, for experienced teachers for longevity.	Region 10 ESC, universities, district webpage	AEIS data, district service awards	Successful student achievement TASB, HR services, Region 10 surveys	Principal, Central Office, School Board, Superintendent
Will ensure that paraprofessionals hired after January 2002 meet the state a requirements.	District testing site, TEA/SBEC website, EduJobs funds	Completed two years of higher education, hold an Associates' Degree, or pass state/local academic assessment	Employee records	Principal, Central Office, Superintendent Hunt County Coop, Librarian
Will ensure that all ELA teachers are ESL certified by 2020.	Study materials, Region 10 workshops	Registration for TeXes test	SBEC, Passing score report	Principal, Teachers, ESL Director

Component 6: Parental Involvement Strategies

Funding > Local

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Maintain a parental involvement policy and school-parent compact.	District enrollment packet, district handbook	Signature verification of completed forms	Parent involvement in meetings and conferences	Principal, Teachers

Will meet annually with parents to explain Title I program, requirements, and participation.	District calendar, parent orientation	Survey information, sign-in sheets	Parent participation	Principal, Teachers, Counselor
Will inform parents of State's academic content, assessment, and achievement standards.	Meet the Teacher Night, state brochures, district report card, parent academies, PTO, orientation, TEKS Resource parent portal	Sign-in sheets, follow-up, SchoolMessenger	Improved student performance on STAAR, and STAAR-Alt	Principal, Teachers, Counselor
Will improve communications between school and parents and ensure that information is in a language parents can understand.	Parent-teacher conferences, teacher web sites, WCISD website, SchoolMessenger automated parent notification system, parent portal for grades, attendance, and parenting classes, Word Magic translation program, adult ELL and Rosetta Stone program, Remind, TEKS Resource System,	Parent participation in conferences, signed progress reports	Improved student behavior and performance on STAAR, STAAR-Alt	Principal, Teachers, ESL Dir., Counselor
Will implement a parent volunteer program and provide opportunities for participation by disabled and LEP parents.	Parent volunteer forms, adult ELL, translator, campus accessibility, career fair, book fair, dance chaperones	Number of parent responses and attendance	Improved student behavior and performance on STAAR, STAAR-Alt	Principal, Teachers. ESL Dir., Counselor

Component 7: Transition Activities for Preschool Children

Funding > Local, ESL (263), Pre-K grant (415), Title 5 Block grant

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Not Applicable in grades 6-8				

Component 8: Inclusion of Teachers in Academic Assessment Decisions

Funding > Local, AR Initiative grant (404), Title V Block grant

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will implement strategies to involve teachers in student data analysis and assessment	Vertical alignment teams, Region 10 ESC STAAR/TEKS workshops, curriculum mapping, Campus	Scope and sequence, benchmark tests, participation on	Improved student success on report cards, STAAR, local	Principal, Teachers, Counselor

decisions to improve student achievement and instructional program.	Improvement Committee, district TEKS Resource System, STAAR item review and other committees	committees, workshop attendance, TEKS Resource System, Eduphoria AWARE	assessments, Grade Placement Committee, Campus Improvement Committee	
---	--	--	--	--

Component 9: Assisting Students Experiencing Difficulties Mastering the Proficient Achievement Standards

Funding > Local, AR Initiative grant (404), Title I (211), REAP grant (288), SCE (24), ESL (263)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will implement strategies to assist students who have not mastered state achievement standards.	Summer school, ESL, Dyslexia, Title I, STAAR remediation classes, math labs, Rtl labs, Sp.Ed. services, mandatory STAAR tutoring, Scottish Rites Reading Program, Science Concept Links, Khan Academy, , retesting policy,	Report cards, progress reports, benchmarks, advisory contacts, progress monitoring	STAAR, STAAR-Alt, ARD meetings, 504 meetings, LPAC meetings	Principal, Teachers, Counselor, Sp. Ed. Dir.

Component 10: Coordination and Integration of Federal, State, and Local Services and Programs

Funding > Local, Title IV (204)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will implement Texas Behavior Support Initiative strategies to prevent bullying and violence. Will implement a suicide prevention program.	TBSI training, bullying curriculum, advisory program, , service center training, Anonymous Alerts, North Texas Suicide Screening	Office discipline and counselor referrals, teachers identify at-risk students	Reduction in number of repetitive discipline referrals and self-harm behaviors	Principal, Teachers, Counselor
Will implement health and nutrition programs to decrease child obesity and improve child welfare.	CATCH program, Foods of Minimal Nutrition guidelines, HACCP, Smokeless Tobacco curriculum, Food for Kids program, School Health Advisory Council, M.A.R.K. (Meals for At Risk Kids)	Attendance rates, discipline referrals for tobacco products	Increase in perfect attendance for the year, decrease in referrals to nurse, decrease in discipline referrals for tobacco products	Principal, Nurse, P.E. Teachers, Food Service Manager, Counselor
Will provide clothing and school supplies for students in need.	Local Clothes-4-Kids program	On-going fundraising, referrals by school personnel for low	Improved student success	Principal, Counselor, Teachers

		income and free lunch students, Back to School Bash (supplies, immunizations, well-care,		
--	--	--	--	--

Component 11: Dating Violence Policy

Funding > Local

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will maintain a written safety plan (FFH Local)	Board Policy, Policy Online , Women in Need, Anonymous Alerts	Parent involvement in meetings and conferences, reduction in offenses	Reduction in offenses	Superintendent, Principals, Counselors, Teachers, and School Board
Will meet annually with parents for awareness education, spring PTO	District Calendar	Sign-in sheets, follow-up	Parent participation	Principals, Counselors , and Teachers
Will plan training for administrators, counselors, and teachers	District Calendar	Sign-in sheets, follow-up	Improved student safety	Superintendent, Principals, Counselors , and Teachers
Will provide counseling for students involved in offenses	Police and court reports/ orders	Reduction in offenses	Improved student safety	Principals and Counselors
Will implement enforcement of protective orders and school based alternatives to protective orders	Police and court reports/ orders	Reduction in offenses	Improved student safety	Superintendent, Principals, Counselors , and Teachers

Component 12: Child Sexual Abuse Policy

Funding > Local (199)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
To maintain a written child sexual abuse plan (BQ Legal)	Board Policy, Policy Online	Parent involvement in meetings and conference, Reduction in offenses	Reduction in offenses	Superintendent, Principals, Counselors, Teachers, and

				School Board
Will meet annually with parents for awareness education	TEA website, Student Handbook, Counselors	Sign-in sheets, Follow-up	Parent participation, Improved student safety for child sexual abuse	Principals, Counselors, and Teachers
Will plan training for administrators, counselors, and teachers	TEA website, Student Handbook, Counselors, teacher handbook supplement	Sign-in sheets, Follow-up	Improved student safety for child sexual abuse	Principals, Counselors, and Teachers
Will provide counseling for students involved in offenses	TEA website, Student Handbook, Counselors	Reduction in offenses	Improved student safety for child sexual abuse	Principals and Counselors
Will implement enforcement of protective orders and school based alternatives to protective orders	Police and court reports/ orders	Reduction in offenses	Improved student safety for child sexual abuse	Superintendent, Principals, Counselors, and Teachers

**Wolfe City High School
Campus Improvement
Plan 2014-2015**

Contributors:

Shawn Martin, Principal

Dona Gavlick, Counselor

Steffany Taylor, English Teacher

Jamie Williams, Mathematics Teacher/Dean of Students

Rose Gardner, Science Teacher

Whitney Swinson, Career and Technology Teacher

Billy Eldridge, Special Education Teacher

Chris Reamy, Parent

Landon Willis, Student

**Wolfe City High School
Campus Improvement Plan
2013-2014**

Component 1: Comprehensive Needs Assessment

Funding source > Local funds

Strategy	Data source	Formative/Summative Evaluations	Summative Evaluation	Persons involved
Disaggregate data by student populations	<ul style="list-style-type: none"> • State Assessment Data • Benchmarks • AWARE report • TELPAS 	<ul style="list-style-type: none"> • Benchmark Data • Progress Reports • Report Cards • TAPR • End of course testing 	<ul style="list-style-type: none"> • STAAR EOC • STATE ASSESSMENT • AYP • TELPAS • Report Cards 	<ul style="list-style-type: none"> • Teachers • Principal, • Counselor

Component 2: Schoolwide Reform (Scientifically Research-Based) Strategies

Funding > Local, SCE (24), Sp. Ed. (23), Title I (211), GT (21)

Strategy	Scientifically Research-based Resource	Formative Evaluation	Summative Evaluation	Persons responsible
All students, including all special populations, will achieve or exceed proficient level on STATE ASSESSMENT, and local assessments through strengthening the core academic program.	<ul style="list-style-type: none"> • Accelerated Reading • STATE ASSESSMENT Resources • Counseling • Mentoring • Innovative Teaching Methods • Integration of Vocational and Technical Programs • Inclusion • Maintain updated technology to assist in instruction • Increase Vocabulary Awareness • Maintain Low Student to Teacher Ration in Core Academic Subjects • Mandatory Tutoring @ each 	<ul style="list-style-type: none"> • Renaissance Learning(STAR) assessments • AR Reports • Curriculum Mapping • Benchmark Data • Progress Reports • Project based Learning • Personalized Graduation Plans • Lesson Plans • Vertical Teaming 	<ul style="list-style-type: none"> • AYP • EOC • TAPR • Report Cards • Graduation 	<ul style="list-style-type: none"> • Teachers, • Counselor • Principal

**Wolfe City High School
Campus Improvement Plan
2013-2014**

	<p>Progress Report Period</p> <ul style="list-style-type: none"> • CARE Team • C-Scope • Brain Child’s Study Buddies • ICV 			
Provide enriched and accelerated curriculum.	<ul style="list-style-type: none"> • Advanced Classes • Counseling • Mentoring • Innovative Teaching Techniques • Accelerated Reader • Integration of Vocational and Technical Programs, including certifications • Articulation Agreements with Area Post-Secondary Educational Consortiums for CAT, • Dual Credit Opportunities • Inclusion • College and Career Guidance • ACT/SAT Prep Classes • C-Scope • Odysseyware • Extended Year Program • Region X Resources 	<ul style="list-style-type: none"> • Progress Reports • RL assessments • Benchmark Data • Projects • Vertical Alignment MTGS • Curriculum Based Staff Development 	<ul style="list-style-type: none"> • AYP • End of Course Assessments • AEIS Reports • Report Cards • Graduation Rates • Number of certificates earned • GPA from college courses 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Address the needs of special populations.	<ul style="list-style-type: none"> • Accelerated Reader • Inclusion, • Resource/Content Mastery/Learning Lab • OT Services and Resources 	<ul style="list-style-type: none"> • Progress Reports • STAR assessments • Benchmark Data • Projects 	<ul style="list-style-type: none"> • STATE ASSESSMENT • STATE ASSESSMENT A/M/ALT 	<ul style="list-style-type: none"> • Teachers, • SPED Director • Counselor • Principal

**Wolfe City High School
Campus Improvement Plan
2013-2014**

	<ul style="list-style-type: none"> • GT Instruction • Note taking assistances • ELL • Dyslexia • Life Skills • Achieve Texas • C-Scope • OdysseyWare • Rosetta Stone • RTI • Region X • CareTEAM Meetings 	<ul style="list-style-type: none"> • IEP Status • Vertical Teaming • OdesseyWare reports 	<ul style="list-style-type: none"> • EOC • TELPAS • AYP • AEIS Reports • TELPAS • Report Cards • ARD meetings • 504 meetings • LPAC meetings • PBMAS Report • Graduation rate 	
Provide supplemental help for under-achieving students.	<ul style="list-style-type: none"> • Summer School • Mandatory Tutorials • ELL • SPED Services • Credit Recovery • Wolf Plan • Use of RTI Strategies • Odyssey Ware • TEKS Resources • Achieve Texas • Summer School • Learning Lab 	<ul style="list-style-type: none"> • IEPs • Progress Reports • Benchmark Data • Parent Contact 	<ul style="list-style-type: none"> • STATE ASSESSMENT • ARDs • 504 meetings • LPAC meetings 	<ul style="list-style-type: none"> • Teachers • Counselor • Instructional Aides • SPED Director • Principal • Cooperative Agencies
Improve Math and Science Scores	<ul style="list-style-type: none"> • Mandatory Tutorials • C-Scope 	<ul style="list-style-type: none"> • Vertical Team Meetings • Benchmarks • Tutorial Records • Lesson Plans 	<ul style="list-style-type: none"> • STATE ASSESSMENT • TAPR 	<ul style="list-style-type: none"> • Teachers • Principal
Improve College Readiness Scores	<ul style="list-style-type: none"> • Accelerated Reading • Accuplacer prep materials • Test Prep Courses 	<ul style="list-style-type: none"> • Benchmarks • PSAT 	<ul style="list-style-type: none"> • STATE ASSESSMENT / • TAPR 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal

**Wolfe City High School
Campus Improvement Plan
2013-2014**

Component 3: Instruction by Highly Qualified Teachers

Funding Sources > Local funds, Sp. Ed. (23), GT (21), Title I (211), Title II TPTR(255), Title V Block grant, CATE (22)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons responsible
Ensure that teachers have the required State credentials and notify parents/community if a teacher is not appropriately certified within first twenty days of school.	<ul style="list-style-type: none"> • Region 10 ESC • Texas A&M University-Commerce • I Teach Texas 	<ul style="list-style-type: none"> • On-going review of credentials 	<ul style="list-style-type: none"> • PDAS • SBEC certificates 	<ul style="list-style-type: none"> • Principal • Central Office • Hunt County Coop.
Implement strategies to ensure that staff development reflects identified needs.	<ul style="list-style-type: none"> • Region 10 ESC • Guest Presenters • Professional Organizations 	<ul style="list-style-type: none"> • Staff Participation • Team planning, • Vertical Teams 	<ul style="list-style-type: none"> • PDAS • TAPR • STATE ASSESSMENT 	<ul style="list-style-type: none"> • Principal • Central Office

**Wolfe City High School
Campus Improvement Plan
2013-2014**

Component 4: High-quality Teachers and ongoing Professional Development (teachers, principals, paraprofessionals, and if appropriate, pupil services personnel and parents)

Funding > Local funds, Title V Block grant, Title I (211), GT (21), Sp. Ed. (23), ESL (263)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Recruit and retain highly-qualified teachers.	<ul style="list-style-type: none"> • Region 10 ESC, • Universities, • District webpage 	<ul style="list-style-type: none"> • STATE ASSESSMENT results • Classroom Management • TAPR data • District Service Awards 	<ul style="list-style-type: none"> • Successful Student Achievement • Teacher Retention Rate 	<ul style="list-style-type: none"> • Teachers • Principal
Provide on-going staff development opportunities to improve student achievement, including RTI strategies/student modifications/State assessment	<ul style="list-style-type: none"> • Region 10 ESC • Universities • Professional Organizations 	<ul style="list-style-type: none"> • STATE ASSESSMENT results • Campus Staff Development Self Reflections Reports 	<ul style="list-style-type: none"> • TAPR • STAAR/EOC 	<ul style="list-style-type: none"> • Teachers • Principal
Induction and mentoring program for new teachers or for those new to their teaching field	<ul style="list-style-type: none"> • Master Teacher • Region 10 ESC Training • New Teacher Orientation 	<ul style="list-style-type: none"> • Campus Self Reflection Reports 	<ul style="list-style-type: none"> • Teacher Retention Rate 	<ul style="list-style-type: none"> • Teachers • Principal
Encourage teachers to seek ELL certifications and ESL certification by 2020	<ul style="list-style-type: none"> • Region 10 • Provide time out of class for testing purpose 	<ul style="list-style-type: none"> • Application for testing 	<ul style="list-style-type: none"> • Certification 	<ul style="list-style-type: none"> • Teacher

**Wolfe City High School
Campus Improvement Plan
2013-2014**

Component 5: Strategies to Attract High-quality, Highly-qualified Teachers

Funding > Local funds, Title II (255), Title V Block grant, Title I (211), GT (21), Sp. Ed. (23), Instruction (11)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Recruit and retain highly-qualified teachers, Stipends for Math, Science, and SPED Teachers, Stipends for experienced teachers (step 21-30)	<ul style="list-style-type: none"> • Region 10 ESC • Universities • District webpage 	<ul style="list-style-type: none"> • Competitive Salary Comparisons • District Service Awards 	<ul style="list-style-type: none"> • STATE ASSESSMENT results • EOC results • TAPR 	<ul style="list-style-type: none"> • Principal • Central Office • Superintendent
Ensure that paraprofessionals hired after January 2002 meet the state requirements.	<ul style="list-style-type: none"> • District testing site 	<ul style="list-style-type: none"> • Completed two years of higher education • Hold Associates degree or pass state/local academic assessment 	<ul style="list-style-type: none"> • Successful student achievement • Mentoring 	<ul style="list-style-type: none"> • Principal • Central Office, • Superintendent
Provide training for paraprofessionals	<ul style="list-style-type: none"> • District Personnel • Region 10 	<ul style="list-style-type: none"> • Sign in Sheets 		<ul style="list-style-type: none"> • Sped Director • Teacher • Principal

**Wolfe City High School
Campus Improvement Plan
2013-2014**

Component 6: Parental Involvement Strategies

Funding > Local

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Maintain a parental involvement policy and school-parent contact	<ul style="list-style-type: none"> • District Enrollment • Packet Advisory 	<ul style="list-style-type: none"> • Signature Verifications of Completed Forms, • Call/Meeting Logs with Parents 	<ul style="list-style-type: none"> • Parent involvement in Title I meetings and conferences 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Meet annually with parents to explain Title I program, requirements, and participation	<ul style="list-style-type: none"> • District calendar 	<ul style="list-style-type: none"> • Fall meeting • Survey Information 	<ul style="list-style-type: none"> • Parent participation 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Inform parents of State's academic content, assessment, and achievement standards	<ul style="list-style-type: none"> • Newsletters • District Report Card • PTO • Parent Academy • On-line access to grading system • TEKS Resources 	<ul style="list-style-type: none"> • Sign-in sheets • Follow-up, • Mail-outs 	<ul style="list-style-type: none"> • STAAR/EOC • TAPR 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Improve communications between school and parents and ensure that information is in a language parents can understand	<ul style="list-style-type: none"> • Parent-teacher conferences • Website • School Messenger • Online access to parent contact information 	<ul style="list-style-type: none"> • Parent participation in conferences 	<ul style="list-style-type: none"> • Progress Reports • STATE ASSESSMENT • TAPR 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Implement a parent volunteer program and provide opportunities for participation by disabled and LEP parents	<ul style="list-style-type: none"> • Parent volunteer forms • Campus translator, • Adult ELL Classes 	<ul style="list-style-type: none"> • Number of parent responses 	<ul style="list-style-type: none"> • Parent Survey Response 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Will inform parents of	<ul style="list-style-type: none"> • Orientation Meetings 	<ul style="list-style-type: none"> • Sign-in sheets 	<ul style="list-style-type: none"> • Graduation rates 	<ul style="list-style-type: none"> • Teachers

**Wolfe City High School
Campus Improvement Plan
2013-2014**

graduation requirements, required assessments and academic content	<ul style="list-style-type: none"> • School Messenger • Newspaper 			<ul style="list-style-type: none"> • Counselor • Principal
--	---	--	--	--

Component 7: Transition Activities for Preschool Children

Funding > Local, ESL (263), Pre-K grant (415), Title 5 Block grant

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Not Applicable				

Component 8: Inclusion of Teachers in Academic Assessment Decisions

Funding > Local, AR Initiative grant (404), Title V Block grant

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Implement strategies to involve teachers in assessment decisions to improve student achievement and instructional program	<ul style="list-style-type: none"> • Vertical Teams • Region 10 ESC • STATE ASSESSMENT /TEKS workshops • Curriculum mapping 	<ul style="list-style-type: none"> • Scope and Sequence • Benchmark Data • Participation on Committees • Workshop Attendance • Eduphoria Aware 	<ul style="list-style-type: none"> • Report cards • STATE ASSESSMENT STAAR • EOC data • Local assessments 	<ul style="list-style-type: none"> • Teachers • Counselor, • Principal

**Wolfe City High School
Campus Improvement Plan
2013-2014**

Component 9: Assisting Students Experiencing Difficulties Mastering the Proficient Achievement Standards

Funding > Local, AR Initiative grant (404), Title I (211), REAP grant (288), SCE (24), ESL (263)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Implement strategies to assist students who have not mastered state achievement standards	<ul style="list-style-type: none"> • ELL • STATE ASSESSMENT tutoring • Summer School • Region 10 Staff Development • Rosetta Stone • TEKS Resources 	<ul style="list-style-type: none"> • Lesson plans • Benchmarks • Local assessments 	<ul style="list-style-type: none"> • STATE ASSESSMENT • AYP • TELPAS • TAPR • Report Cards • EOC data • Graduation rate 	<ul style="list-style-type: none"> • Teacher • Counselor • Principal • SPED Director

Component 10: Coordination and Integration of Federal, State, and Local Services and Programs

Funding > Local, Title IV (204)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Implement Texas Behavior Support Initiative strategies to prevent bullying and violence	<ul style="list-style-type: none"> • Drug-free Schools training • District Improvement Committee • Anonymous alerts 	<ul style="list-style-type: none"> • Reduction in office discipline referrals 	<ul style="list-style-type: none"> • Reduction in number of repetitive discipline referrals 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Implement health and nutrition programs to decrease child obesity and improve child welfare	<ul style="list-style-type: none"> • CATCH program • Foods of Minimal Nutrition guidelines • HACCP • PAPA Program • Allergy program • Summer program 	<ul style="list-style-type: none"> • Attendance Rates • School Menus 	<ul style="list-style-type: none"> • Increase in Perfect Attendance for the year • Decrease in referrals to nurse 	<ul style="list-style-type: none"> • Principal • Nurse • P.E. Teacher • Food Service Manager • Health Teacher

**Wolfe City High School
Campus Improvement Plan
2013-2014**

Component 11: Dating Violence Policy

Funding > Local

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Maintain a written safety plan (FFH Local)	<ul style="list-style-type: none"> • Board Policy • Policy Online 	<ul style="list-style-type: none"> • Parent attendance in meetings/conferences • Reduction in offenses 	<ul style="list-style-type: none"> • Reduction in offenses 	<ul style="list-style-type: none"> • Superintendent • Principals • Counselors, Teachers • School Board
Meet annually with parents for awareness education	<ul style="list-style-type: none"> • District Calendar • PTO meetings 	<ul style="list-style-type: none"> • Sign-in sheets • Follow-up survey 	<ul style="list-style-type: none"> • Parent participation 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Plan training for administrators, counselors, and teachers	<ul style="list-style-type: none"> • District Calendar • Region 10 • Community Resources 	<ul style="list-style-type: none"> • Sign-in sheets • Follow-up 	<ul style="list-style-type: none"> • Improved student safety 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Provide counseling for students involved in offenses	<ul style="list-style-type: none"> • Police and court reports/ orders • Women in Need 	<ul style="list-style-type: none"> • Reduction in offenses 	<ul style="list-style-type: none"> • Improved student safety 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal
Implement enforcement of protective orders and school based alternatives to protective orders	<ul style="list-style-type: none"> • Police and court reports/ orders 	<ul style="list-style-type: none"> • Reduction in offenses 	<ul style="list-style-type: none"> • Improved student safety 	<ul style="list-style-type: none"> • Teachers • Counselor • Principal

**Wolfe City High School
Campus Improvement Plan
2013-2014**

Component 12: Child Sexual Abuse Policy
Funding > Local (199)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will meet annually with parents for awareness education	<ul style="list-style-type: none"> • TEA website • Student Handbook • Counselors 	<ul style="list-style-type: none"> • Sign-in sheets • Follow-up 	<ul style="list-style-type: none"> • Parent participation 	<ul style="list-style-type: none"> • Teachers • Counselors • Principals
Campus-wide Staff Development	<ul style="list-style-type: none"> • TEA website • Student Handbook • Counselors • Community Resources 	<ul style="list-style-type: none"> • Sign-in sheets • Follow-up 	<ul style="list-style-type: none"> • Survey 	<ul style="list-style-type: none"> • Teachers • Counselors • Principals
Will provide counseling for students involved in offenses	<ul style="list-style-type: none"> • TEA website • Student Handbook • Counselors 	<ul style="list-style-type: none"> • Reduction in offenses 	<ul style="list-style-type: none"> • Reduction in offenses 	<ul style="list-style-type: none"> • Counselors • Principals
Will implement enforcement of protective orders and school based alternatives to protective orders	<ul style="list-style-type: none"> • Police and court reports/orders • Local Police Department 	<ul style="list-style-type: none"> • Reduction in offenses 	<ul style="list-style-type: none"> • Reduction n offenses 	<ul style="list-style-type: none"> • Teachers • Counselors • Principal