

# Wolfe City ISD District Improvement Plan 2016-2017



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.

## Wolfe City ISD Improvement Committee Members

### District Administration

Vernon Richardson	Superintendent
Sheila Gardner	Curriculum & Technology

### Elementary School

Brent Fitzgerald	Principal
Randi Jones	Pre-Kindergarten Teacher
Kim Thacker	Kindergarten Teacher
Amy Cox	First Grade Teacher
Liz Myrick	Second Grade Teacher
Lindsay Richardson	Third Grade Teacher
Christina Davis	Fourth Grade Teacher
Lisa Wilson	Fifth Grade Teacher
Jodi Card	SPED Teacher
Angela Anderson	Reading Lab Teacher
Sharon Duncan	GT / Computer Technology Teacher
Dona Gavlick	Counselor
Casey Hale	Parent

### Middle School

Melanie Williams	Principal
Amber Northcutt	Teacher/Testing Coordinator
Alissa Davis	Teacher/Mentor
Lisa Tisdale	Teacher/Technology
Dona Gavlick	Counselor
Danielle Cagle	Parent

### High School

Chris Sheets	Principal
Billy Eldridge	SPED Teacher/Testing Coordinator
Alayne Aikens	English Teacher
Paula Fitzgerald	Business and CTE Teacher
Rose Gardner	Science Teacher
Jess Merritt	Social Studies Teacher
Jamie Moore	CTE Teacher
Dona Gavlick	Counselor
Mike Hammonds	Parent
Boyd Roberts	Community Member
Carrie Roberts	Community Member

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**WOLFE CITY ISD**

**SCHOOL YEAR: 2016-2017**

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**Data Sources Reviewed:**

- TAPR Report 2012-2015
- Federal Report Card 2015
- TEA School Report Card 2015
- STAAR Data 2015-2016
- Student Work
- Student Survey
- Parent Night Participation
- TAPR Reports (Bland, Blue Ridge, Celeste, Leonard)
- Eduphoria – lesson plans, TEKS
- Technology in district
- TEKS Resources System
- TEKS
- Benchmark assessments
- Demographic Data – PIEMS
- Parent Night Attendance Sheets 2015-2016
- Gate attendance at sporting events
- Means of communication
- Master Schedule
- Duty Rosters
- Campus Leadership
- Survey Monkey for technology
- Basal Series
- STAAR Benchmark
- TPRI

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Enrollment increasing</li> <li>• Low turnover rate with teachers</li> <li>• Classroom sizes</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• 155 students 6-8 grades, with 53% identified as economically disadvantaged, still manage to maintain state passing percentages.</li> <li>• Special programs in place for serving Special Ed, ECO Dis, and ELL/ESL students.</li> <li>• Full time diagnostician on site to improve the assessing of students qualifying for special programs.</li> <li>• Class teacher/student ratio 18% or less.</li> </ul> <p>High</p>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Over half of student population is Economically Disadvantaged, and increasing</li> <li>• Additional support staff for SPED needed due to increasing numbers.</li> <li>• RtI and Lab positions needed</li> <li>• Writing program to aid in testing</li> <li>• Math program geared towards grade-level needs</li> <li>• Sufficient supply of copy paper for classroom/school needs</li> <li>• Computer/Research Lab for K-2/3-5</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Hispanic population of 19% still show deficits in STAAR scores compared to peers of other ethnicities.</li> <li>• Limited opportunity for At Risk student support.</li> <li>• STAAR testing interventions limited time frame</li> </ul> <p>High</p>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• With student enrollment increasing, over half of the student population Economically Disadvantaged, and increasing SPED students, staff support needs to increase to accommodate student needs.</li> <li>• With increasing student population, the campus is becoming limited on room space, specifically for labs targeting student needs.</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Lack of programs or safe guards for At Risk students.</li> <li>• STAAR testing interventions only offered for a limited time frame.</li> </ul> <p>High</p>

	<ul style="list-style-type: none"> <li>• Annual drop-out rate is below state average.</li> <li>• College- and career-ready graduate are above the state average (97.9%).</li> <li>• CTE coherent sequence graduates (97.9%)</li> <li>• English Language Learners (ELL) below state average (1.8% v. 18.2%)</li> <li>• Class sizes are below state average.</li> <li>• The number of teachers who have masters degrees is above state average.</li> <li>• CTE enrollment is above state average (95.8% v. 23.2%).</li> </ul>	<ul style="list-style-type: none"> <li>• ACT and SAT scores need improvement.</li> <li>• SPED enrollment is above state average (15.5% v. 8.5%).</li> </ul>	<ul style="list-style-type: none"> <li>• Improve ACT and SAT scores. Address student needs to allow for appropriate exits from SPED.</li> </ul>
<b>Student Achievement</b>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Intervention programs:</li> <li>• SPED-Learning Lab-CM</li> <li>• Dyslexia Program</li> <li>• Reading/Math Lab</li> <li>• Tutoring</li> <li>• Support Programs</li> <li>• Technology: AR/AM/Star</li> <li>• I-Station</li> <li>• Think Through Math</li> <li>• Prodigy</li> <li>• Computer Lab Classes</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Targeted instruction of TEKS objectives with the use of TEKS</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Writing Curriculum needed.</li> <li>• Add another lab teacher.</li> <li>• Mentor teachers whether new to teaching or new to grade level/position.</li> <li>• Better scheduling to give students time to go to more than 1 support class, if needed.</li> <li>• Continue to build Rtl documentation.</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Social Studies passing rate 41% compared to state average of 65%</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Due to changes in STAAR writing tests, a writing curriculum needs to be implemented and aligned from grades Pre-K through Grade 5.</li> <li>• Adding another lab teacher –affords more time to work with more students.</li> <li>• Scheduling –some students only get to go to SPED or dyslexia and could benefit from other labs also.</li> <li>• Concise and focused documentation for Rtl.</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Social Studies to address the 24% deficit between WC passing average and state.</li> </ul>

	<p>Resource System.</p> <ul style="list-style-type: none"> <li>• Passing rates in math for the Hispanic population higher than past performances.</li> <li>• 14% advanced in 6<sup>th</sup> math</li> <li>• Above state average for 6<sup>th</sup> Reading and 8<sup>th</sup> Math</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• STAAR results for at-risk students are at least 84% or higher passing rate in math, science, and social studies.</li> <li>• STAAR results for economically disadvantaged students are math, history, and biology are at 89% passing.</li> <li>• Increased participation in TSI testing.</li> <li>• Increase in dual-credit enrollment.</li> <li>• Increased Level III - advanced on STAAR in math and science.</li> <li>• Addition of more advanced courses.</li> <li>• Student participation in ACT course.</li> <li>• Increased participation in ACT testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Failed to meet safe guards for 7<sup>th</sup> Writing with Economically disadvantaged student population.</li> <li>• Commended percentage down from previous years in most subjects and grade levels.</li> <li>• Poor performances from SPED students on STAAR Test.</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Increased performance on student writing assessments across grade levels.</li> <li>• Increased advanced level of performance on STAAR ELA.</li> <li>• Increased English II performance by male population- currently at 60% (Female 90%).</li> <li>• Focus on the at-risk and economically disadvantaged sub-populations for ELA</li> <li>• Focus on increased performance on SPED reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing needs for Eco Dis population</li> <li>• Increase commended averages in all subject areas</li> <li>• Increase SPED passing percentages in all subjects.</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Increased performance on student writing assessments across grade levels.</li> <li>• Increased advanced level of performance on STAAR ELA.</li> <li>• Increased English II performance by male population- currently at 60% (Female 90%).</li> </ul>
<b>School Culture and Climate</b>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Safe/Levels of Safety</li> <li>• Parent Academy (Fall)</li> <li>• Holding students accountable</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Meet with individual parents (conference first time)</li> <li>• Student recognition (Academics/Behavior)</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Increased parental involvement</li> <li>• Student recognition (Academics/Behavior)</li> <li>• Character building program</li> </ul>

	<ul style="list-style-type: none"> <li>• Meet the Teacher Night</li> <li>• Communication (website, Remind, automated system)</li> <li>• Guidance Counseling</li> <li>• Red Ribbon Week</li> <li>• Good News Club</li> <li>• Student Council</li> <li>• Pride Rallies</li> <li>• UIL</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• High student academic expectations</li> <li>• Good student support</li> <li>• Teacher preparation</li> <li>• Feelings of acceptance by peers and staff</li> <li>• Students feel safe and have a sense of community with their teachers and fellow students</li> <li>• Updated websites provide increased communication with parents and community</li> <li>• Student recognition for both academics and athletics</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• 80% of the students feel they have a teacher they can confide</li> </ul>	<ul style="list-style-type: none"> <li>• Character Counts program/Character Building program</li> <li>• Increased parental Involvement (fingerprinted)</li> <li>• Chamber of Commerce to be involved with town events</li> <li>• Involved more in town events, such as Christmas Parade, Homecoming, etc.</li> <li>• Starting new clubs, organizations - committee members of teachers, parents, and kids.</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Building safety</li> <li>• More suicide/cutting prevention education</li> <li>• Increase team building activities/events</li> <li>• More opportunities to spread kindness</li> <li>• More input from parents and students, through surveys/questionnaire's</li> <li>• Campus vision that sets high expectations on behavior and character. Utilize tools that promote vision all year long.</li> <li>• Community involved activities</li> <li>• Anti-bulling/cyber-bullying and safety awareness for students and parents</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• We need to reach the 20% who feel isolated.</li> </ul>	<p>Middle</p> <ul style="list-style-type: none"> <li>• Building/personal safety</li> <li>• More suicide/cutting prevention/cyber-bullying education for students and parents</li> <li>• Need for teambuilding</li> <li>• Parent/student input</li> <li>• Behavioral Expectations – Campus Vision</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• While the majority of students view their experiences at WCHS in a positive light,</li> </ul>
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	<p>in if faced with a serious issue.</p> <ul style="list-style-type: none"> <li>• 86% of students feel safe at school.</li> <li>• 73% of students have not been bullied.</li> <li>• 87% do not think weapons are a problem.</li> <li>• The majority of students describe the WCHS atmosphere as positive.</li> </ul>	<ul style="list-style-type: none"> <li>• Our bullying interventions are generally seen as ineffective. We need to reassess our strategies for dealing with bullying and our bullying prevention/education programs.</li> <li>• Knives (pocket knives) seem to be an issue and concern for 13% of our students.</li> <li>• Students who are new to Wolfe City can feel excluded. Student drama is also cited as a negative.</li> <li>• Reevaluate our drug checks and drug prevention programs. 43% of students believe they have witnessed at least some evidence of drugs on our campus.</li> <li>• The majority of students view our phone policy and/or our dress code as unfair or unfairly enforced.</li> <li>• We need to reassess our suicide prevention program. 42% of students believe teenage suicide is a possible or definite concern at our school.</li> <li>• We need to promote and explain our "Anonymous Alert System" for reporting issues and concerns. 55% of students are unaware of it.</li> </ul>	<p>we have a small population that feels unsafe and isolated. We need to reassess or revise our interventions and prevention programs to reach these students. We also need to reevaluate our school policies and make sure we are enforcing them fairly and equally.</p>
<p><b>Staff Quality/ Professional Development</b></p>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Many employees are hometown, local (caring, likely to stay around)</li> <li>• Laidback workplace climate</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Need more paraprofessionals, especially with increasing out-of-district transfer requiring special services</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• New teacher mentor/support system</li> <li>• Meaningful/relevant professional development, including T-TESS training for teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• Curriculum Director bringing in more relevant professional development</li> <li>• Low turnover</li> <li>• All teachers are currently considered Highly Qualified</li> <li>• Good student-to-teacher ratio</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• All non-certified teachers hired, held certifications by the end of the school year.</li> <li>• Use of Region 10, Teacher Job Network, and Texas A&amp;M Commerce resources for recruiting quality staff.</li> <li>• With the exception of Blue Ridge, teacher salary steps are higher than surrounding schools.</li> <li>• Student to teacher ratio 12.8 for past 3 years.</li> <li>• Hard working dedicated staff focused on student and personal growth</li> <li>• State Certified core teaching staff</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• 100% teacher certification.</li> <li>• Evenly distributed years of teaching experience.</li> <li>• Heterogenous teacher/student/class mix.</li> <li>• 70%+ willingness to participate</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit at Texas A&amp;M-Commerce Teacher Career Fair in March</li> <li>• New teacher mentor/support system</li> <li>• Meaningful/Relevant professional development, including T-TESS training for teachers</li> <li>• Reduce the number of teachers being switched to teach new grade-levels each year</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Increased turnover rates</li> <li>• No mentor program in place.</li> <li>• Little to no teacher input for professional development days provided by the district.</li> <li>• No follow-up on professional development</li> <li>• Lack of leadership to promote continuous improvement.</li> <li>• High percentage of coaches located on MS campus</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Competitive teacher/paraprofessional salary scale.</li> <li>• Individualized staff development.</li> <li>• Paraprofessional certification and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit at Texas A&amp;M-Commerce Teacher Career Fair in March</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Lack of professional leadership</li> <li>• No mentor program</li> <li>• No teacher input for professional development or the like.</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Competitive teacher/paraprofessional salary scale (including benefits).</li> <li>• clearly defined staff development program that adequately addresses needs of individual staff members.</li> <li>• Paraprofessional certification and</li> </ul>
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	<p>in mentorship program.</p> <ul style="list-style-type: none"> <li>• Most teachers (70%+) feel they have a voice in decision making. Staff retention rate (2015-16).</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor program.</li> <li>• Unified plan to recruit teachers.</li> </ul>	<p>training.</p> <ul style="list-style-type: none"> <li>• Unified plan to recruit new teachers.</li> <li>• Mentor program (for new teachers and teachers new to WCHS).</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• TEKS driven</li> <li>• Utilization of TEKS Resource System (scope and sequence, focus document, objectives, lessons, assessments)</li> <li>• Disaggregate STAAR data to determine instruction by student populations</li> <li>• Second through fifth grade math enriched program with multiple sources to direct instruction (Excel, Envision, Target the Math Online, Prodigy Online, TEKS Resource System)</li> <li>• Online Science Fusion Curriculum</li> <li>• Lone Star Science Board Lessons</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Eduphoria H.O.T.S assessment testing generator.</li> <li>• Learning lab, Rti</li> <li>• Technology</li> <li>• Ongoing evaluation of curriculum and assessment resources</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Staff feels comfortable with technology in the classroom.</li> <li>• Teachers use a wide variety of technology.</li> <li>• Teachers feel that they are preparing students for college.</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• More defined continuity in grade-level expectations with independent writing skills of students (writing curriculum would address).</li> <li>• More consistent common vocabulary when teaching writing lessons including grammar, composition, and editing.</li> <li>• Primary grades need more resources for social studies, as pamphlet and online resources are not enough</li> <li>• Library needs update to book collection for grades K-5, including books for SPED students.</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Data other than Eduphoria assessments</li> <li>• Evidence of materials that assist students with educational gaps</li> <li>• Lack of rigor to show growth and higher percent of commended scores</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• PLCs.</li> <li>• Vertical and Horizontal meetings.</li> <li>• Aligned professional development.</li> <li>• Low writing scores.</li> <li>• Low ACT scores as compared to</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• A more defined continuity in grade levels K-5 expectations with independent writing skills of students.</li> <li>• A more consistent common vocabulary in teaching writing lessons including grammar, composition, and editing.</li> <li>• Library needs update to book collection for grades K-5, including books for SPED students.</li> <li>• Science vocabulary mastered in all grades, K-5.</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Other ways to collect data than just benchmarks</li> <li>• Technology – making sure all teachers have access at all times when needed.</li> <li>• Higher rigor/honors courses</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Low writing scores.</li> <li>• Better aligned PLCs, meetings, and professional development.</li> <li>• Low rigor in advanced classes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers use data to drive instruction.</li> <li>• Teachers differentiate instruction.</li> <li>• ACT English scores were close to state and national scores.</li> <li>• 100% passing rate on Biology EOC.</li> <li>• 92% passing rate on Algebra EOC</li> <li>• 93% passing rate on US History EOC</li> <li>• Distinction in ELA, Postsecondary, and Closing the Educational Gap</li> </ul>	<p>state and national scores.</p> <ul style="list-style-type: none"> <li>• More ACT prep in advanced classes.</li> </ul> <p>Low rigor in advanced classes.</p>	
<p><b>Family and Community Involvement</b></p>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• PTO Parent/Parent Conference Night</li> <li>• Meet the Teacher</li> <li>• Stability</li> <li>• Fish Food Bags</li> <li>• Veteran’s Day Program</li> <li>• ESL Parent Classes</li> <li>• Parent Communication</li> <li>• Good News Club</li> <li>• Canned Food Drive (for city)</li> <li>• Career Day</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Special programs and services</li> <li>• Local church support</li> <li>• Economically disadvantaged programs</li> <li>• Programs are in place to keep parents more up to date with school activities. (School Messenger, Parent Portal, District Websites)</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Open House (spring)</li> <li>• Grandparents’ Day</li> <li>• Start time for meet teachers</li> <li>• Fingerprints for volunteers</li> <li>• Website hard to use</li> <li>• Family Nights (bring in community to talk)</li> <li>• Help with back-to-school bash</li> </ul> <p>Glow Run (at night)</p> <p>Middle</p> <ul style="list-style-type: none"> <li>• Lack of parent participation</li> <li>• Use of parent volunteers</li> <li>• Facilities for ELL and parent group meetings</li> <li>• Lack of community events, parent/child activity nights, etc..</li> <li>• Increase positive school communication with parents</li> </ul> <p>High</p>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Start time for parent Meet the Teacher move to 6:00 p.m. for parents who work.</li> <li>• Family Night/Open House in spring; try to get someone to speak (example, K9 unit trainer to demonstrate)</li> <li>• Fingerprinting of volunteers</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• More parent involvement opportunities</li> <li>• Parent volunteer program</li> <li>• Community events for parents and children</li> </ul> <p>High</p>

	<p>High</p> <ul style="list-style-type: none"> <li>• Career Day with Local Businesses</li> <li>• Local Church Involvement with Students</li> <li>• All-Call messages</li> <li>• Community Project Involvement(New Park)</li> </ul> <p>Booster Clubs</p>	<ul style="list-style-type: none"> <li>• Increase parent involvement.</li> <li>• PTO geared toward high school</li> </ul> <p>Extended parent communication(ex. email, text message)</p>	<ul style="list-style-type: none"> <li>• Increase parent involvement.</li> <li>• Extended parent communication(ex. email, text message).</li> <li>• PTO geared toward high school issues/concerns.</li> </ul>
<p><b>School Context and Organization</b></p>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Tutorials –before/after school</li> <li>• Assessment choice and some curriculum freedom</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Small teacher to student ratio</li> <li>• Leadership roles assigned to teachers. (UIL Coordinator, Testing Coordinator, Mentor Teacher)</li> <li>• Targeted instructional through lab classes offered in math, reading, writing, science, and social studies</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Teachers do not have before/after school duties that</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Parent/Community/Student surveys</li> <li>• New teachers provided mentor teachers</li> <li>• Flip-flop PE schedule</li> <li>• More personnel as we are too spread out currently</li> <li>• Supported school vision</li> <li>• Staff involvement with decision</li> <li>• Co-worker conflict management</li> <li>• PLC time</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Students in both math and reading labs receive no elective classes. (Technology, art, etc.)</li> <li>• Lack of reliable data on benchmark testing due to limited resources for generating authentic test.</li> <li>• No parent/student surveys were offered to encourage input.</li> <li>• Organizational tools needed to ease the transition between Elementary and MS.</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• A master schedule that better balances the number of students</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Parent/Community/Student/Staff Survey –School perception</li> <li>• Supported school vision</li> <li>• Co-worker conflict management</li> <li>• PLC time</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Technology not offered to the majority of all students.</li> <li>• No parent/student input</li> <li>• Limited resources for creating authentic assessments/benchmarks.</li> <li>• Implement transitional process</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Master schedule that has balanced classrooms.</li> </ul>

	<p>detract from preparation and/or tutoring.</p> <ul style="list-style-type: none"> <li>• Most teachers believe they have a say in decision making.</li> <li>• Advisory schedule used to address individual student deficiencies.</li> </ul>	<p>in classrooms is needed.</p> <ul style="list-style-type: none"> <li>• A full-time counselor to address HB 5 requirements in grades 8-12 is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• A full-time counselor is needed to address the requirements of HB5 in grades 8-12.</li> </ul>
<b>Technology</b>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• Newer student and teacher computers</li> <li>• Internet access and connectivity</li> <li>• Timely tech support</li> <li>• Projector/camera/Promethean board</li> <li>• TEKS Resource Systems training</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Integrated chrome books on MS campus</li> <li>• Integrated new tech curriculum Learning.com</li> <li>• Most teachers utilizing Google classroom</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• 100% of teachers have been</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• New and ongoing in-house teacher training</li> <li>• Training for all devices and supplemental textbook materials</li> <li>• Tech integration into classroom teaching and learning (STaR Chart Key Area 1)</li> <li>• Campus representative to learn and train teachers about online learning activities</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Student schedules to accommodate more students to take technology courses</li> <li>• More chrome books</li> <li>• Re-evaluate new technology curriculum</li> <li>• Tech labs need updated equipment</li> <li>• 33% teachers not using whiteboards</li> <li>• 90% projectors not working well/several not at all</li> <li>• Star chart data needed – not submitted by admin</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Provide teachers more time to</li> </ul>	<p>Elementary</p> <ul style="list-style-type: none"> <li>• New and ongoing in-house training –PLCs for technology</li> <li>• Training for all devices and supplemental textbook materials</li> <li>• Technology integration into classroom lessons and student products (STaR Chart)</li> <li>• Identify a faculty member who will discover and ultimately train the faculty on available online learning activities – connect with Region 10 resources.</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>• Majority of MS classrooms in need of updated projectors/smart boards/headphones</li> <li>• More access for students to take technology courses</li> <li>• More access to chrome books – more chrome books</li> <li>• Star Chart Completed</li> </ul> <p>High</p> <ul style="list-style-type: none"> <li>• Provide state-of-art projection capability</li> </ul>

	<p>provided training for Chromebooks and GAFE.</p> <ul style="list-style-type: none"> <li>• 1:4.5 Chromebook to student ratio.</li> <li>• 100% of students have Google accounts with access to GAFE.</li> <li>• 50% of respondents felt that there were no technology barriers in their classroom.</li> </ul>	<p>incorporate technology in their classrooms.</p> <ul style="list-style-type: none"> <li>• Increase Chromebook to student ratio to 1:1.</li> <li>• Increase use of GAFE in classroom settings that are not lab-based.</li> <li>• Provide state-of-art projection capability in 100% of classrooms and labs.</li> </ul>	<p>in 100% of classrooms and labs.</p> <ul style="list-style-type: none"> <li>• Replace outdated teachers' computers.</li> <li>• Increase Chromebook to student ratio thus providing non-lab based classrooms access to GAFE.</li> <li>• Fill vacant IT director position.</li> </ul>
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## DISTRICT GOALS AND OBJECTIVES

<b>Goal 1: The students of Wolfe City ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, and Social Studies. Students will be challenged to achieve excellence through a well--balanced and appropriate curriculum.</b>				
<b>Elementary School Target Objectives</b>	<b>Elementary School Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Evidence of Impact</b>
Increase Advanced Academic Performance (Level III) on State assessments.	<ul style="list-style-type: none"> <li>• Monitor the progress of every K-5th student in the core subjects with a review of performance data at the end of each 9 weeks and after each end of unit assessment.</li> <li>• Provide differentiation for GT students in all four core area subjects.</li> <li>• Provide GT training for core subject teachers.</li> </ul>	Brent Fitzgerald, Sharon Duncan, Teachers	Grade-Level Meetings, Eduphoria Local Funds, GT (21) Funds II Funds	<ul style="list-style-type: none"> <li>• Increase in Student Performance</li> <li>• Increase in test scores for GT students</li> <li>• 100 percent of core-teaching are GT certified</li> </ul>
Increase student writing performance.	<ul style="list-style-type: none"> <li>• Form a writing committee to select campus-wide writing curriculum.</li> <li>• Adopt a writing curriculum to be used campus-wide.</li> <li>• Provide “Writing Camp” for all 4th graders.</li> </ul>	Brent Fitzgerald, Cathy Orum, Melia Garner Teachers, Curriculum Director Fourth Grade Teachers	WCES Staff, Time Local Funds Title I Funds, Local Funds, Community Volunteers	<ul style="list-style-type: none"> <li>• Selected writing curriculum that is vertically and horizontally aligned</li> <li>• Increased student achievement in writing.</li> <li>• Increase student performance in writing in 4th grades.</li> </ul>
Increase “At-Risk” student performance.	<ul style="list-style-type: none"> <li>• Analyze STAAR data to identify high priority standards in all tested subjects.</li> <li>• Complete a vertical analysis of high priority standards in 3rd grade reading and math to identify high priority standards in K-2.</li> <li>• Disaggregate STAAR data to identify achievement gaps between student</li> </ul>	Brent Fitzgerald, Teachers Dona Gavlick, Jodi Card, SPED Department,	Conference Times, Eduphoria Aware Time, Region 10 Resources Title I Funds	<ul style="list-style-type: none"> <li>• Increase in student performance on high priority standards</li> <li>• Increase in student performance on high priority standards</li> <li>• If gaps are identified, action steps are developed</li> <li>• Student Performance</li> <li>• Improved use of time in the</li> </ul>



	<ul style="list-style-type: none"> <li>groups.</li> <li>• Streamline Rtl process to better provide necessary interventions.</li> <li>• Improve scheduling for specials services/programs.</li> <li>• Hire a designated Reading Lab teacher.</li> </ul>			<ul style="list-style-type: none"> <li>classroom for meeting the needs of students receiving special services</li> <li>• Student Performance</li> </ul>
Increase use of technologies in the classroom.	<ul style="list-style-type: none"> <li>• Purchase and implement technology to supplement and support academic intervention software/enrichment.</li> <li>• Implement iPads for PK-2nd grades to enhance student achievement.</li> <li>• Provide access to technology for integration into the curriculum and daily lessons through implementation of school-wide computer lab and Chromebook Cart schedule created with teacher input.</li> <li>• Provide all general education classrooms with document cameras, projectors, and interactive boards.</li> <li>• Provide Computer Coding instruction to 2nd-5th graders.</li> <li>• Provide customized technology training to teachers in a small group setting during PLC time.</li> </ul>	Brent Fitzgerald, Vic Lemieux, Lab Teachers Sharon Duncan, Director of Curriculum and Technology,	Title I Funds, Title II Funds, Title III Funds Local Funds School Wide Schedule, Technology Funds Computers, PLC Time,	<ul style="list-style-type: none"> <li>• Student Performance</li> <li>• Increase in student keyboarding speed and accuracy. Increase in achievement of Technology TEKS and increase in technology integrated student work samples</li> <li>• Increase in achievement of Technology TEKS and increase in technology integrated student work samples</li> <li>• Increased number of technology integrated student work samples</li> <li>• Increase in technology infused lessons.</li> </ul>
<b>Middle School Target Objectives</b>	<b>Middle School Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Evidence of Impact</b>
Safe guards and programs targeted for our At-Risk student population.	<ul style="list-style-type: none"> <li>• At risk students identified with increased intervention and rigor. Communicate to teaching staff through the use of their confidential notebook.</li> <li>• Professional development for teachers to better assist our At Risk population.</li> <li>• End of the year 5<sup>th</sup> &amp; 6<sup>th</sup> grade teacher roundtable meeting.</li> </ul>	Principal Counselor PEIMS Coordinator Teachers Care Team	Region 10 ESC Confidential Notebook Counseling TELPAS Data Title 1 Title 2	<ul style="list-style-type: none"> <li>• Overall Student Progress</li> <li>• STAAR Scores</li> <li>• Report Card Grades</li> <li>• Emotional Wellness</li> <li>• Reduction in At-Risk Population</li> </ul>

STAAR testing interventions to begin earlier in the school year.	<ul style="list-style-type: none"> <li>Implement a mandatory tutoring program that begins from the first progress report. Find remediation for student transportation after tutoring.</li> <li>Master schedule to incorporate RTI time and tutoring for the 2017 school year. (Flex Friday)</li> </ul>	Principal's Teachers Superintendent	Local Funds Title 1	<ul style="list-style-type: none"> <li>Tutoring program in place</li> </ul>
8 <sup>th</sup> grade Social Studies STAAR scores were 24% lower than the state average.  <b>Safeguard for all students with a focus on the white student population</b>	<ul style="list-style-type: none"> <li>Purchase written materials for added rigor within the curriculum.</li> <li>Use our Region 10 resource's to bring in a Social Studies specialist for professional development.</li> <li>Implement a Social Studies Camp for review before the STAAR Test.</li> <li>Earlier interventions through tracking of benchmark testing and unit assessments. (Formal or Informal)</li> </ul>	SS Teacher SS Lab Teacher Principal	Region 10 ESC Local Funds IMA Funds Title 2	<ul style="list-style-type: none"> <li>Purchased 8<sup>th</sup> Social Studies ebooks</li> <li>Develop and implement SS camp</li> <li>Compare STAAR passing percentages from previous years</li> </ul>
Increase SPED passing percentages in all subjects.  Safeguard for Math & Reading	<ul style="list-style-type: none"> <li>Implement targeted lab classes.</li> <li>Purchase technology resources that are self-paced, target TEKS objectives, and allow for teacher tracking of content retention.</li> <li>Students to be placed in LRE with the assistance of inclusion and the use of the learning lab.</li> <li>End of the year 5<sup>th</sup> &amp; 6<sup>th</sup> grade teacher roundtable meeting.</li> </ul>	Teachers Principal Learning Lab SPED Teacher Inclusion Aides	IMA Funds Local Funds IXL Flowcabulary IStation	<ul style="list-style-type: none"> <li>Compare STAAR data from previous years to track student overall performance</li> </ul>
Writing STAAR Scores across the district show need for improvement especially with our economically disadvantaged	<ul style="list-style-type: none"> <li>Communicate our Eco Dis students with the use of the confidential notebook.</li> <li>Focus on the integration of vocabulary and writing across the disciplines.</li> </ul>	Teachers Principal Counselor Inclusion Aids	Local Funds Title 1	<ul style="list-style-type: none"> <li>Compare STAAR data from previous years</li> </ul>

student population. Safeguard Eco Dis Students	<ul style="list-style-type: none"> <li>• Increase higher level vocabulary with more visual representations throughout the school.</li> </ul>			
Monitor student progress through a variety of assessments to ensure all students' needs are being met.	<ul style="list-style-type: none"> <li>• Use TEKS Resource System to create assessments and track student progress in Eduphoria.</li> <li>• Authentic benchmarks to be created by content area teachers of different grade levels.</li> <li>• Research options for new assessment creators. (STAAR Test Maker, Mentoring Minds, etc)</li> <li>• Vertical alignment with resources and teaching strategies and more opportunity for departments to vertically align and collaborate.</li> </ul>	Teachers Principal Curriculum Co	Local Funds	<ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Student achievement on local benchmarks and state assessments</li> </ul>
Increase instructional rigor in all core classes.	<ul style="list-style-type: none"> <li>• Vertical alignment with resources and teaching strategies and more opportunity for departments to vertically align and collaborate.</li> <li>• Implement honors courses for higher level learning.</li> <li>• Educators will continue training for innovative and creative instructional methods.</li> </ul>	Teachers Principal Curriculum Co	Region 10 ESC Local Tech Camp Technology Dir Title 2	<ul style="list-style-type: none"> <li>• Observations</li> <li>• T-TESS evaluations</li> <li>• Compare STAAR scores and commended percentages to previous years</li> </ul>
More access for students to take technology courses.	<ul style="list-style-type: none"> <li>• Incorporated full campus technology directive.</li> <li>• Incorporate technology training within teacher in-service days, and through Region 10.</li> </ul>	Principal Teachers Curriculum Co	Region 10 Technology Dir Title 2	<ul style="list-style-type: none"> <li>• Master Schedule to increase student's availability to participate in technology courses</li> <li>• CPE – hours for teachers in the area of technology</li> </ul>

Classrooms in need of updated: Projectors Smart Boards Headphones	<ul style="list-style-type: none"> <li>• Purchase updated projectors or bulbs as needed.</li> <li>• Continue to research best replacements for promethean boards.</li> <li>• Purchase headphones for technology labs</li> <li>• Survey for teachers on technology needs and future wants.</li> </ul>	Principal Tech Dir Teachers	Local Funds	<ul style="list-style-type: none"> <li>• Needs met with supplies received</li> <li>• Technology goals expressed and plan implemented</li> </ul>
High School Target Objectives	High School Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Increase performance on student writing assessments across grade levels to appropriately address low writing scores.	<ul style="list-style-type: none"> <li>• Maximize use of alternative scheduling (e.g., advisory schedule) to provide targeted STAAR tutorials.</li> <li>• Encourage reading and writing across the curriculum.</li> <li>• Develop a master schedule that allows English teachers adequate time to address instructional and assessment needs associated with STAAR.</li> </ul>	Principal, Dean of Students, Teachers	Advisory Schedule Tutorials, Apex, Master Schedule, TEKS Resource System (TRS)	<ul style="list-style-type: none"> <li>• Higher student passing rates on English I (75%) and English II (80%) STAAR tests.</li> <li>• Improvement in essay and short-answer scores on English I and English II STAAR tests.</li> <li>• Consistent use of writing in non-English subject areas.</li> </ul>
Improve performance of at-risk students on English STAAR.	<ul style="list-style-type: none"> <li>• Identify weaknesses among incoming at-risk freshmen.</li> </ul>	Principal, Dean of Students, Teachers	Region 10, Tutorials, Apex, TRS	<ul style="list-style-type: none"> <li>• Examine 7th-grade writing and 8th-grade reading STAAR scores for incoming freshmen.</li> </ul>
Increase advanced level of performance on STAAR ELA.	<ul style="list-style-type: none"> <li>• Provide blitz tutorials aimed at improving the scores of passing STAAR students.</li> <li>• Target non-mandatory tutorial students for logic and critical thinking exercises during advisory.</li> <li>• Promote reading and writing across the curriculum.</li> </ul>	Principal, Dean of Students, Teachers	Tutorials, Apex, TRS	<ul style="list-style-type: none"> <li>• Greater number of students who achieve advanced scores on STAAR tests</li> </ul>
Decrease the number of different classes for which teachers must prepare and/or	<ul style="list-style-type: none"> <li>• Implement a work program for qualified seniors.</li> <li>• Utilize non-instructional staff for</li> </ul>	Principal, Dean of Students, Teachers	Master Schedule, Region 10, TxEIS Training	<ul style="list-style-type: none"> <li>• Fewer seniors to place in elective courses will alleviate scheduling problems.</li> </ul>

increase teachers' planning time so that they can more fully meet student instructional needs.	<ul style="list-style-type: none"> <li>proctoring and duty assignments.</li> <li>Employ a full-time counselor to alleviate teachers' non-instructional responsibilities.</li> <li>Give core teachers two planning periods.</li> </ul>			<ul style="list-style-type: none"> <li>Teachers will have fewer classes for which to prepare, enabling them to better address student needs.</li> </ul>
Develop a master schedule that better balances the number of students in individual class periods.	<ul style="list-style-type: none"> <li>Put Dean of Students on an 11 month contract to allow for schedule completion prior to summer break</li> <li>Implement a work program for qualified seniors.</li> <li>Utilize non-instructional staff for non-instructional tasks.</li> <li>Ensure that students take classes appropriate for their post-secondary goals.</li> </ul>	Central Admin., Principal, Dean of Students, Teachers	Master Schedule	<ul style="list-style-type: none"> <li>Fewer seniors to place in afternoon classes will enable better balancing of class sizes.</li> <li>The master schedule will reflect more class periods available for instruction.</li> <li>Master Schedule will be 95% complete before Dean of Students leaves for summer break.</li> </ul>
Improve rigor of all classes.	<ul style="list-style-type: none"> <li>Utilize scheduling so that all students take classes appropriate for their educational and career goals.</li> <li>Implement new policies in student handbook for admission to honors courses.</li> <li>Limit the preps assigned to teachers of advanced classes so that they can create challenging lessons.</li> </ul>	Principal, Dean of Students, Teachers	Region 10, TRS, Staff Development, Teacher Conferences	<ul style="list-style-type: none"> <li>All students will be in core classes appropriate to their academic goals.</li> <li>TEA Distinction Designation in Mathematics, Science, and Social Studies.</li> </ul>
Improve ACT scores.	<ul style="list-style-type: none"> <li>Continue ACT prep class.</li> <li>Incorporate ACT and SAT preparation and strategies into core classes, especially honors courses.</li> <li>Collaborate with ACT prep instructor to ensure honors teachers are familiar with ACT strategies.</li> <li>Investigate ways to improve delivery of ACT class.</li> </ul>	Principal, Dean of Students, Teachers	ACT class instructor, ACT/SAT prep materials	<ul style="list-style-type: none"> <li>Improve ACT average score to 23.</li> </ul>
Increase Chromebook-to-student ratio, thus providing non-lab based classrooms access to	<ul style="list-style-type: none"> <li>Purchase 150 additional Chromebooks.</li> </ul>	District Admin., Technology Director,	Bond Funds	<ul style="list-style-type: none"> <li>Chromebook-to-student ratio will be 1:1.</li> </ul>

GAFE.		Principal		
Address student needs to allow for appropriate exits from SPED.	<ul style="list-style-type: none"> <li>• Monitor SPED student progress at all grade levels.</li> <li>• Increase SPED performance in Reading, which was a safeguard not met.</li> <li>• Make appropriate interventions when necessary.</li> <li>• Identify college-bound SPED students to appropriately exit them from SPED.</li> </ul>	Principal, SPED staff, teachers	SPED staff	<ul style="list-style-type: none"> <li>• Students who no longer need SPED services will be exited from SPED.</li> </ul>
Obtain qualified, competent substitutes.	<ul style="list-style-type: none"> <li>• Increase substitute teacher pay, differentiating based on teacher certification.</li> <li>• Develop a Substitute Training program that clearly articulates roles and responsibilities</li> <li>• Utilize substitute folders that are organized and complete with rolls, plans, discipline procedures and emergency plans</li> </ul>	Principal, Dean of Students, Teachers, Central Office Staff Campus Secretary	Region 10, Safety Audit Recommendations	<ul style="list-style-type: none"> <li>• A pool of qualified substitutes who have been trained on district policies and procedures.</li> <li>• Minimal disruption to the learning environment upon the absence of the classroom teacher.</li> </ul>

<b>Goal 2: Wolfe City ISD will maintain a safe, disciplined, drug-free, and cyber safe environment conducive to student learning.</b>				
<b>Elementary School Target Objectives</b>	<b>Elementary School Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Evidence of Impact</b>
Increase recognition for student success.	<ul style="list-style-type: none"> <li>• Provide end of nine-weeks assemblies for all grade levels to celebrate/recognize A/B Honor Roll, Perfect Attendance, and Good Citizenship.</li> <li>• Accelerated Reader Recognition</li> </ul>	Brent Fitzgerald, Classroom Teachers, Lisa Wilson Brent Fitzgerald, Cathy Orum, Angi Anderson, Teachers	Local Funds	<ul style="list-style-type: none"> <li>• Increased Student Performance, Student Motivation and Morale</li> <li>• Increased Points and Certification</li> </ul>
Promote good moral character of students.	<ul style="list-style-type: none"> <li>• Implement a new character education program.</li> <li>• Provide Guidance lessons for bullying prevention, suicide prevention, drug prevention, character education, and conflict resolution.</li> <li>• Implement “Wolf Bucks” system for positive behavior recognition.</li> <li>• Communicate schoolwide and classroom expectations/procedures and WCISD Code of Conduct to parents at grade-level Curriculum Nights and Pre K/Kinder Orientations.</li> <li>• Revise office referral document to increase clarity of discipline incidents.</li> <li>• Differentiated Behavior System for grade-levels</li> </ul>	Dona Gavlick, Brent Fitzgerald, Teachers All Staff	Local Funds Counselor Funds, Local Funds Local Funds, SBDM Committee  Code of Conduct Computer, Teacher Input Teacher Input, Proven Best Practices for Appropriate Age/Grade Level	<ul style="list-style-type: none"> <li>• Decrease in Discipline Referrals, Attendance, Grades, Less Negative Parent Phone Calls</li> <li>• Increase in positive student behavior and decrease in negative behavior</li> <li>• Increase in positive student behavior and decrease in negative behavior.</li> <li>• Increase in positive student behavior and decrease in negative behavior.</li> <li>• Increased clarity of Discipline Incidents.</li> <li>• Appropriate and Adequate Behavioral Consequences for each Age/Grade Level</li> </ul>
Implement Crisis Prevention strategies with fidelity.	<ul style="list-style-type: none"> <li>• Post the WCES Crisis Management Plan in all rooms throughout the campus and</li> </ul>	Brent Fitzgerald, All	Time, Crisis Management	<ul style="list-style-type: none"> <li>• Efficient and Orderly Crisis Management Drills.</li> </ul>

	<p>train all staff on how to implement the plan.</p> <ul style="list-style-type: none"> <li>• Conduct fire, lockdown, and severe weather drills as described in WCES Crisis Management Plan.</li> <li>• Invite Wolfe City Police and Fire Departments to observe Crisis Management Drills and offer input for improvement.</li> </ul>	Staff WCES Crisis Management Team	Plan Time Time, Wolfe City Safety Departments	• Prevention of a Crisis Incident, Prevention of Student Injuries.
<b>Middle School Target Objectives</b>	<b>Middle School Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Evidence of Impact</b>
<p>Building and personal safety needs from Safety Audit:  Repair Exterior Doors  Protect all AC Units  Magnetic Strips for Doors  Install Crosswalks  Need for more signage  Security Cameras  Emergency: "Go Kit"  Innovative safety training  ID System needed</p>	<ul style="list-style-type: none"> <li>• Most issues have been addressed within bond.</li> <li>• Develop a Campus Safety Team to address school safety needs.</li> </ul>	Principal Counselor Safety Team Teachers	Local Funds Bond Safety Audit Report	Fewer recommendations on safety report
<p>Increased suicide/cutting prevention programs.</p>	<ul style="list-style-type: none"> <li>• Incorporate more programs to include all students.</li> <li>• Arrange for speakers on awareness training for students and parents.</li> <li>• Bullying intervention week program developed and implemented.</li> </ul>	Principal Counselor Teachers	Local Funds Posters Theme Days Staff Certifications	<ul style="list-style-type: none"> <li>• Fewer reports of suicide attempts and cuttings</li> <li>• Increased awareness</li> <li>• Decreased number of incidences</li> </ul>
<p>Increased cyber awareness education for students and parents.</p>	<ul style="list-style-type: none"> <li>• Professional development for teachers to increase cyber awareness, and to better direct our students into the 21<sup>st</sup> century.</li> </ul>	Principal Teachers Counselor Parents	Local Funds Common Sense Media/Posters Theme Days Title 2	• Increased awareness



High School Target Objectives	High School Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Address building and personal safety needs from the safety audit and student surveys.	<ul style="list-style-type: none"> <li>• Purchase and install safety features recommended by safety audit (e.g., magnetic strips for doors, improved locks for doors, updated signage, Night Locks.</li> <li>• Provide each classroom with emergency kit resources.</li> <li>• Schedule and execute regular fire, bad weather, and lockdown drills.</li> <li>• Explain and promote the “Anonymous Alert System” for reporting issues and concerns.</li> <li>• Address other needs raised by the safety audit.</li> </ul>	Principal, Dean of Students, Teachers, Student Advisors	Safety Audit, Advisory schedule for staff/student training	<ul style="list-style-type: none"> <li>• Year-end student surveys will reveal 25% more students feel safe at school.</li> <li>• Next safety audit will reveal fewer safety issues.</li> <li>• Increased use of “Anonymous Alert System”.</li> </ul>
Ensure fair and equitable enforcement of school policies.	<ul style="list-style-type: none"> <li>• Clearly communicate policies and student disciplinary procedures to all teachers.</li> <li>• Create student advisory panel with a student representative from each grade.</li> </ul>	Principal, Dean of Students, Teachers, Student Advisors	Student Handbook, School Policies	<ul style="list-style-type: none"> <li>• Year-end student surveys will reflect 25% more students believe that school policies are implemented fairly.</li> </ul>
Reassess strategies for addressing bullying, bullying prevention and education programs	<ul style="list-style-type: none"> <li>• Provide full-time counseling services at the high-school to address the needs and concerns of individual students.</li> <li>• Support programs that foster positive student interactions (e.g., Rachel’s Challenge; Random Acts of Kindness club).</li> <li>• Use student advisory panel as resource for bullying instances occurring.</li> <li>• Promote “Anonymous Alert System.”</li> </ul>	Counselor, Principal, Counselor, Teachers, Student Advisors	Random Acts of Kindness, Student Surveys	<ul style="list-style-type: none"> <li>• Year-end student surveys 25% fewer students believe that bullying and suicide are concerns at WCHS.</li> <li>• Decrease in number of office referrals/visits that involve bullying.</li> </ul>
Improve drug awareness and prevention programs.	<ul style="list-style-type: none"> <li>• Investigate drug-prevention programs.</li> <li>• Victim impact and survivor presentations.</li> <li>• Survey students after presentations to</li> </ul>	Counselor, Principal, Teachers, Student	Drug Prevention programs, Student Surveys	<ul style="list-style-type: none"> <li>• Reduction in positive drug tests.</li> <li>• Increased knowledge and awareness of drug facts.</li> <li>• Increased student participation</li> </ul>

	<p>determine most effective drug-prevention programs.</p> <ul style="list-style-type: none"> <li>• Use student advisory panel as resource.</li> <li>• Promote “Anonymous Alert System.”</li> </ul>	Advisors		in Red Ribbon Week activities.
Incorporate annual suicide prevention program.	<ul style="list-style-type: none"> <li>• Research effective suicide prevention programs.</li> <li>• Employ a full-time high-school campus counselor to address coherent programs for bullying, suicide, and school violence prevention.</li> <li>• Victim impact and survivor presentations.</li> <li>• Use student advisory panel as resource.</li> <li>• Promote “Anonymous Alert System.”</li> </ul>	Counselor, Principal, Teachers, Student Advisors	Presentations, Student Surveys, Targeted Programs	<ul style="list-style-type: none"> <li>• Increased reporting of emotional difficulties to the counselor or teachers.</li> <li>• Increased reporting of concerns through the “Anonymous Alert System.”</li> <li>• Year-end student survey reveals 25% fewer students reporting knowing someone with possible suicidal thoughts.</li> </ul>

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

Elementary School Target Objectives	Elementary School Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Provide new teacher mentor/support system.	<ul style="list-style-type: none"> <li>Assign new teachers to a mentor teacher.</li> <li>Monthly meetings with teachers new to the profession or new to district/position.</li> <li>Provide new teachers the opportunity to observe other veteran teachers.</li> </ul>	Mentor Teachers Brent Fitzgerald, Veteran Teachers	Allotted Conference Time New Teacher Handbook, Title II Funds Local Funds, Time, Observation Form	<ul style="list-style-type: none"> <li>Increase in new teacher confidence and satisfaction, increase in student performance</li> <li>Increase in new teacher confidence and satisfaction, increase in student performance</li> <li>Improved Teacher Instruction, Increased Student Performance</li> </ul>
Provide meaningful, relevant professional development, including T-TESS training.	<ul style="list-style-type: none"> <li>Provide required and targeted professional development opportunities.</li> <li>Provided student behavioral management training</li> <li>Find ways to attend teacher conferences</li> <li>Implement a master schedule to include time during the school day each week for grade levels to meet in a Professional Learning Community (PLC) setting for professional development, instructional planning, student progress monitoring, and collaboration.</li> </ul>	Director of Curriculum and Technology, Brent Fitzgerald Dona Gavlick Teachers	Title I Funds, Title II Funds, Title III Funds Title II Funds Local Funds, PLC Time, Dedicated Elementary PE Coach	<ul style="list-style-type: none"> <li>Increase in Student Achievement, Increase in Teacher Satisfaction and Retention Rate</li> <li>Decrease in Office Referrals, Increase in Teacher Confidence Handling Behavioral Situations</li> <li>Improved Teacher Instruction, Increased Student Performance</li> </ul>
Recruit at area teacher career fairs.	<ul style="list-style-type: none"> <li>Attend Texas A&amp;M University-Commerce Teacher Career Fair and promote campus.</li> </ul>	Brent Fitzgerald, Teachers	Local Funds, Career Fair Booth Materials	<ul style="list-style-type: none"> <li>Ability to select higher-quality teacher candidates at an earlier time in the school year, reduced teacher turnover, increased student performance</li> </ul>
Middle School Target Objectives	Middle School Strategies and Action Steps	Person(s) Responsible	Resources	Evaluation of Impact

Professional leadership needed	<ul style="list-style-type: none"> <li>Hiring highly qualified personnel.</li> <li>Developing a substitute training program.</li> <li>Provide opportunities to share ideas and encourage more certifications.</li> </ul>	Principal Teachers	Campus theme Expectations Vision	<ul style="list-style-type: none"> <li>End of year campus survey</li> </ul>
Mentor program needed to develop and train new teachers.	<ul style="list-style-type: none"> <li>Develop a mentor program for teachers new to the district to aid in teacher retention and development.</li> </ul>	Principal Mentor Teacher	Principal Walk-throughs	<ul style="list-style-type: none"> <li>Retention Rates</li> <li>Student Progress</li> <li>T-TESS Evaluations</li> </ul>
Increase teacher input and leadership roles in the school.	<ul style="list-style-type: none"> <li>Implement teacher surveys for input on daily procedures, staff development, school weaknesses and strengths.</li> <li>Seek to find opportunities for teacher leadership.</li> </ul>	Principal Counselor Teachers	Survey Monkey Region 10 ESC Faculty Meetings	<ul style="list-style-type: none"> <li>Results of surveys</li> <li>Lesson Plans</li> <li>Teacher roles</li> </ul>
More access to chrome books	<ul style="list-style-type: none"> <li>Purchase another chrome book cart for the math department.</li> </ul>	Principal Technology Dir.	Bond	<ul style="list-style-type: none"> <li>Additional chrome book cart added to middle school campus</li> </ul>
STAR Chart - data to be collected	<ul style="list-style-type: none"> <li>STAR chart completed and submitted for technology needs and strengths.</li> </ul>	Principal Teachers	STAR Chart	<ul style="list-style-type: none"> <li>STAR chart completed</li> </ul>
<b>High School Target Objectives</b>	<b>High School Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Evidence of Impact</b>
Adopt competitive salary scales and benefits for teachers and paraprofessionals.	<ul style="list-style-type: none"> <li>Take into account yearly increases in health insurance premiums (district contribution) when calculating step and cost-of-living increases.</li> <li>Increase beginning (Step 0) teacher pay.</li> <li>Provide stipends for high school teachers who teach ELA, mathematics, science, and social studies (STAAR-tested subject areas) and/or critical shortage areas.</li> </ul>	School Board, District Admin.	District funds , TRS insurance premium charts, local districts pay scales and 2016-17 salaries	<ul style="list-style-type: none"> <li>Teacher and paraprofessional salary scales will be competitive with local employers, including nearby school districts.</li> <li>Any yearly raise or step increase reflects net gain after insurance premium increases.</li> </ul>

<p>Develop a program of professional development that adequately addresses the needs of individual staff members.</p>	<ul style="list-style-type: none"> <li>• Solicit teacher input when planning professional development.</li> <li>• Plan beneficial, campus-based professional development.</li> <li>• Coordinate with local high schools to plan and/or host relevant professional development.</li> <li>• Provide teachers with time to develop, implement, and practice strategies and ideas learned from professional development.</li> </ul>	<p>Principal, Curriculum Director, Dean of Students</p>	<p>Region 10, Local School Cohort, Professional Conferences</p>	<ul style="list-style-type: none"> <li>• Teachers regularly participate in professional development activities appropriate to their needs.</li> <li>• Innovative and effective instructional strategies are employed to meet the academic needs of all students.</li> </ul>
<p>Implement and regularly utilize better aligned PLCs.</p>	<ul style="list-style-type: none"> <li>• Plan the master schedule to allow for common conference periods within departments.</li> <li>• Utilize alternative scheduling (e.g., advisory schedule) to allow time for teachers to collaboratively plan instruction.</li> <li>• Enable teachers at the high school and middle school campuses to meet regularly (staff development) to vertically align courses in the same subject areas.</li> </ul>	<p>Principal, Dean of Students, Teachers</p>	<p>Master Schedule, Staff Development Plan</p>	<ul style="list-style-type: none"> <li>• Core subject teachers will have common planning time.</li> <li>• Teachers will have time during the workday to collaborate with colleagues.</li> <li>• Coherent vertical alignment will guide instruction within subject areas.</li> </ul>
<p>Support appropriate paraprofessional certification and training.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for paraprofessionals to obtain and update state-required and/or -recommended certification.</li> <li>• Ensure that campus-based professional development provides options relevant to paraprofessionals.</li> </ul>	<p>Principal, Paraprofessionals, SPED Director, Curriculum Director</p>	<p>Region 10 SPED Funding</p>	<ul style="list-style-type: none"> <li>• All paraprofessionals will have the required and/or recommended certification for position.</li> <li>• Paraprofessionals will participate in professional development that correlates to their respective job functions.</li> </ul>
<p>Develop a unified plan to recruit and induct new teachers.</p>	<ul style="list-style-type: none"> <li>• Participate in local college teacher job fairs, particularly that of TAMU-C .</li> <li>• Add WCISD to the TAMU-C College of</li> </ul>	<p>District Admin., Principal, Dean of Students,</p>	<p>WCISD Website, Region 10 Job</p>	<ul style="list-style-type: none"> <li>• WCHS attends the TAMU-C teacher job fair in spring 2017.</li> <li>• The district appears on the</li> </ul>

	<p>Education teacher job site.</p> <ul style="list-style-type: none"> <li>• Develop a user-friendly and informative employment page on the district web site.</li> <li>• Create a research-backed induction program for new teachers that includes participation in a strong mentoring program.</li> <li>• Participate in TAMU-C's student teacher program.</li> </ul>	Curriculum Director	Network, TAMU-C Job Board	TAMU-C teacher job site. <ul style="list-style-type: none"> <li>• Beginning teachers are retained by the district.</li> </ul>
Recruit a full-time counselor to address the requirements of HB5 in grades 8-12.	<ul style="list-style-type: none"> <li>• Hire a full-time counselor who understands the requirements of HB5.</li> </ul>	District Admin., School Board	District Budget	<ul style="list-style-type: none"> <li>• A full-time counselor is on campus.</li> </ul>
Promote effective instructional use of technology by replacing outdated teachers' computers and providing state-of-the-art projection capability in all classrooms and labs.	<ul style="list-style-type: none"> <li>• Develop timeline and needs-based inventory for replacement of outdated teacher equipment and purchase of new projectors.</li> </ul>	District Admin., Principal, Technology Director	Bond Funds	<ul style="list-style-type: none"> <li>• All teachers have updated computers and improved projection capability in their classrooms.</li> </ul>

**Goal 4: Wolfe City ISD will partner with parents and the community in the education and social development of students to maintain a positive school culture and educational environment.**

Elementary School Target Objectives	Elementary School Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Create and ensure systematic and consistent means of communication to all stakeholders.	<ul style="list-style-type: none"> <li>• Publish weekly newsletters at all grade levels.</li> <li>• Publish a WCES campus newsletter for distribution in report cards for each nine-weeks.</li> <li>• Provide and maintain up-to-date websites with the following items: information about the teacher, class schedule, and links to educational websites.</li> <li>• Implement positive student communication to every parent each 9</li> </ul>	Teaches Brent Fitzgerald, Sharon Duncan, Vic Lemieux	Computers, Paper, Local Funds Computer, Paper, Local Funds WCES Website Conference Times, Communication Log Sheet	<ul style="list-style-type: none"> <li>• System for providing parent communication</li> <li>• System for providing parent communication <ul style="list-style-type: none"> <li>• System for providing parent communication</li> <li>• Improved relations and communication between teachers and parents.</li> <li>• Increased Communication</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>weeks</li> <li>Implement student radio station to announce school communications</li> </ul>			
Develop and maintain community and family involvement through communication, events, and services.	<ul style="list-style-type: none"> <li>Provide opportunities for family nights.</li> <li>Use community/organizations as field trips.</li> <li>Collaborate with local secondary educational institutions to promote student learning and post-secondary goals.</li> <li>Provide an engaging and festive Pre-K and Kindergarten enrollment "Roundup".</li> <li>Provide a PreK and Kindergarten sit down orientation with child care provided.</li> <li>Provide "Fall Parent Academy" Night for all grade level parents and students to meet with teachers and discuss current progress.</li> </ul>	Brent Fitzgerald, Dona Gavlick, All Teachers School Nurse, PreK and Kinder Teachers All WCES Staff	Local Funds Community Organizations and Businesses Local Institutions Local Funds Orientation Materials, Local Funds PTTO funds, Local Funds	<ul style="list-style-type: none"> <li>Improved parent/school relationship</li> <li>Increased student knowledge of local businesses and organizations</li> <li>Increased student performance, increased student interest</li> <li>Enrollment Lists</li> <li>Increase parent knowledge of new grade level.</li> <li>Increase parent knowledge of new grade level.</li> </ul>
Middle School Target Objectives	Middle School Strategies and Action Steps	Person(s) Responsible	Resources	Evaluation of Impact
Increase team building and school moral	<ul style="list-style-type: none"> <li>Develop a Proud Pack Committee to plan and implement moral building activities.</li> <li>Increase PTO participation</li> <li>Increase communication and participation</li> </ul>	Principal Proud Pack Co Counselor	Local Funds Vision	<ul style="list-style-type: none"> <li>Increase of staff, student, and communities activities.</li> <li>Increased communication</li> </ul>
Higher student behavioral expectations implemented. Need for a campus vision	<ul style="list-style-type: none"> <li>High level of student expectations throughout the campus that is clearly communicated and followed.</li> </ul>	Principal Teachers Counselor	Local Funds Posters Incentives	<ul style="list-style-type: none"> <li>PROUD PACK – Campus motto adopted with incentives to students.</li> </ul>

		Custodial Staff Cafeteria Staff		
Implement transitional process between 5 <sup>th</sup> and 6 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade Orientation</li> <li>End of the year 5<sup>th</sup> &amp; 6<sup>th</sup> grade teacher roundtable meeting.</li> </ul>	Principal Teachers Counselor	Local Funds	<ul style="list-style-type: none"> <li>End of year campus parent and student survey.</li> </ul>
Increase parent participation	<ul style="list-style-type: none"> <li>Include student led events during parent nights. (Campus walk-through exhibit of student work)</li> <li>In order to get report cards, parents must attend parent night in January.</li> </ul>			
<b>High School Target Objectives</b>	<b>High School Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Evidence of Impact</b>
Increase parent involvement.	<ul style="list-style-type: none"> <li>Utilize early-release days for parent/teacher conferences.</li> <li>Use high-attendance athletic events to promote school activities.</li> </ul> <p>Encourage parental participation in campus surveys.</p>	Teachers, Dean of Students, Principal	Survey Monkey, School Messenger, Campus Translators, Website	<ul style="list-style-type: none"> <li>Increased student achievement due to increased student involvement.</li> <li>Establishment of dedicated parent/teacher conference days.</li> <li>Allow parents to complete surveys at athletic events.</li> </ul>
Employ multiple platforms to extend communication with parents.	<ul style="list-style-type: none"> <li>Develop an accurate, user-friendly, dependable web site.</li> <li>Encourage parents to provide e-mail addresses and/or their preferred means of communication.</li> <li>Designate School Reach coordinator at high school and develop enhanced system usage.</li> <li>Streamline beginning-of-year parent information packets and minimize duplicative forms.</li> <li>Parents can be given a paper with</li> </ul>	Teachers, Dean of Students, Principal	Social Media (Twitter, Facebook, Remind 101, etc.)  Progress Reports, Report Cards, Online Gradebook Access:	<ul style="list-style-type: none"> <li>Regular WCHS presence on social media platforms accessed by parents.</li> </ul> <p>Routine use of parents' preferred means of communication.</p>



	<p>information on how to sign-up and receive messages.</p> <ul style="list-style-type: none"> <li>• Address access to parent portal of online grade book.</li> <li>• Investigate universal teacher use of GAFE Classroom (lesson plans and resources). <ul style="list-style-type: none"> <li>• Create and regularly use social media accounts (e.g., Facebook, Twitter, Remind 101) to inform parents and the community of happenings at school.</li> </ul> </li> </ul>		(TXConnect Parent Portal)	
Develop a PTO geared toward the needs of the high school.	<ul style="list-style-type: none"> <li>• Promote PTO membership drive.</li> </ul>	Teachers, Dean of Students, Principal	PTO web site, Social Media, Bulletin Boards, School Messenger	<ul style="list-style-type: none"> <li>• Increased involvement in PTO membership at the high school level.</li> </ul>