

Wolfe City Elementary School

Campus Improvement Plan

2016-2017



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WCES Planning and Decision Making Committee Members:

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
Brent Fitzgerald	Principal
Casey Hale	Parent

WCES Mission Statement:

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION & 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.

WCES Campus Goals and Objectives

GOAL I

The students of Wolfe City Elementary School will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, and Social Studies.

OBJECTIVE I

Increase Advanced Academic Performance (Level III) on State assessments.

OBJECTIVE II

Increase student writing performance.

OBJECTIVE III

Increase "At-Risk" student performance.

OBJECTIVE IV

Increase use of technologies in the classroom.

GOAL II

Wolfe City Elementary will maintain a safe, disciplined, drug-free, and cyber safe environment conducive to student learning.

OBJECTIVE I

Increase recognition for student success.

OBJECTIVE II

Promote good moral character of students.

OBJECTIVE III

Implement Crisis Prevention strategies with fidelity.

GOAL III

Wolfe City Elementary will recruit, develop, and retain highly qualified and effective personnel.

OBJECTIVE I

Provide new teacher mentor/support system.

OBJECTIVE II

Provide meaningful, relevant professional development, including T-TESS training.

OBJECTIVE III

Recruit at area teacher career fairs.

GOAL IV

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

OBJECTIVE I

Create and ensure systematic and consistent means of communication to all stakeholders.

OBJECTIVE II

Develop and maintain community and family involvement through communication, events, and services.

WCES State Assessment Comparisons

Grade 3			
	State	Region 10	WCES
Reading	74%	75%	76%
Math	76%	77%	88%

Grade 4			
	State	Region 10	WCES
Reading	74%	78%	76%
Math	74%	75%	57%
Writing	69%	76%	65%

Grade 5			
	State	Region 10	WCES
Reading	75%	77%	89%
Math	79%	80%	94%
Science	75%	76%	85%

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2016-2017

Data Sources Reviewed:			
<ul style="list-style-type: none"> TAPR Report 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> Enrollment increasing Low turnover rate with teachers Classroom sizes 	<ul style="list-style-type: none"> Over half of student population is Economically Disadvantaged, and increasing Additional support staff for SPED needed due to increasing numbers. Rtl and Lab positions needed Writing program to aid in testing Math program geared towards grade-level needs Sufficient supply of copy paper for classroom/school needs Computer/Research Lab for K-2/3-5 	<ol style="list-style-type: none"> 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. With increasing student population, the campus is becoming limited on room space, specifically for labs targeting student needs.

Data Sources Reviewed:

- Grades
- TELPAS
- TPRI
- Running Records
- Benchmarks
- STAAR Results
- RtI Documentation

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Student Achievement	<ul style="list-style-type: none"> • Intervention programs: <ul style="list-style-type: none"> • SPED-Learning Lab-CM • Dyslexia Program • Reading/Math Lab • Tutoring • Support Programs <ul style="list-style-type: none"> • Technology: AR/AM/Star • I-Station • Think Through Math • Prodigy • Computer Lab Classes 	<ul style="list-style-type: none"> • Writing Curriculum needed. • Add another lab teacher. • Mentor teachers whether new to teaching or new to grade level/position. • Better scheduling to give students time to go to more than 1 support class, if needed. • Continue to build RtI documentation. 	<ol style="list-style-type: none"> 1. Due to changes in STAAR writing tests, a writing curriculum needs to be implemented and aligned from grades Pre-K through Grade 5. 2. Adding another lab teacher –affords more time to work with more students. 3. Scheduling –some students only get to go to SPED or dyslexia and could benefit from other labs also. 4. Concise and focused documentation for RtI.

Data Sources Reviewed:

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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Culture and Climate	<ul style="list-style-type: none"> • Safe/Levels of Safety • Parent Academy (Fall) • Holding students accountable • Meet the Teacher Night • Communication (website, Remind, automated system) • Guidance Counseling • Red Ribbon Week • Good News Club • Student Council • Pride Rallies • UIL 	<ul style="list-style-type: none"> • Meet with individual parents (conference first time) • Student recognition (Academics/Behavior) • Character Counts program/Character Building program • Increased parental Involvement (fingerprinted) • Chamber of Commerce to be involved with town events • Involved more in town events, such as Christmas Parade, Homecoming, etc. • Starting new clubs, organizations -committee members of teachers, parents, and kids. 	<ol style="list-style-type: none"> 1. Increased parental involvement 2. Student recognition (Academics/Behavior) 3. Character building program

Data Sources Reviewed:

- TAPR Report

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality/ Professional Development	<ul style="list-style-type: none">• Many employees are hometown, local (caring, likely to stay around)• Laidback workplace climate• Curriculum Director bringing in more relevant professional development• Low turnover• All teachers are currently considered Highly Qualified• Good student-to-teacher ratio	<ul style="list-style-type: none">• Need more paraprofessionals, especially with increasing out-of-district transfer requiring special services• Recruit at Texas A&M-Commerce Teacher Career Fair in March• New teacher mentor/support system• Meaningful/Relevant professional development, including T-TESS training for teachers• Reduce the number of teachers being switched to teach new grade-levels each year	<ol style="list-style-type: none">1. New teacher mentor/support system2. Meaningful/relevant professional development, including T-TESS training for teachers3. Recruit at Texas A&M-Commerce Teacher Career Fair in March

Data Sources Reviewed:

- TEKS
- TEKS Resource System
- Basal Series
- Excel
- Target the Math/Reading
- Saxon Phonics
- TPRI
- Running Records
- Social Studies Pamphlet
- Science Online Fusion Curriculum Lessons
- STAAR/Benchmarks
- Teacher Pay Teacher/Pinterest Online teacher resources
- Think Through Math/Prodigy/iStation
- LoneStar Science Board

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • TEKS driven • Utilization of TEKS Resource System (scope and sequence, focus document, objectives, lessons, assessments) • Disaggregate STAAR data to determine instruction by student populations 	<ul style="list-style-type: none"> • More defined continuity in grade-level expectations with independent writing skills of students (writing curriculum would address). • More consistent common vocabulary when teaching writing lessons including grammar, composition, and editing. 	<ol style="list-style-type: none"> 1. A more defined continuity in grade levels K-5 expectations with independent writing skills of students. 2. A more consistent common vocabulary in teaching writing lessons including grammar, composition, and editing. 3. Library needs update to book collection for grades K-5, including books for SPED students.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Second through fifth grade math enriched program with multiple sources to direct instruction (Excel, Envision, Target the Math Online, Prodigy Online, TEKS Resource System) • Online Science Fusion Curriculum • Lone Star Science Board Lessons 	<ul style="list-style-type: none"> • Primary grades need more resources for social studies, as pamphlet and online resources are not enough • Library needs update to book collection for grades K-5, including books for SPED students. 	<p>4. Science vocabulary mastered in all grades, K-5.</p>

Data Sources Reviewed:

- Family and Community Participation Counts
- Parent Volunteer Info
- Mobility
- Community Service Agenda

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Family and Community Involvement	<ul style="list-style-type: none">• PTO Parent/Parent Conference Night• Meet the Teacher• Stability• Fish Food Bags• Veteran’s Day Program• ESL Parent Classes• Parent Communication• Good News Club• Canned Food Drive (for city)• Career Day	<ul style="list-style-type: none">• Open House (spring)• Grandparents’ Day• Start time for meet teachers• Fingerprints for volunteers• Website hard to use• Family Nights (bring in community to talk)• Help with back-to-school bash• Glow Run (at night)	<ol style="list-style-type: none">1. Start time for parent Meet the Teacher move to 6:00 p.m. for parents who work.2. Family Night/Open House in spring; try to get someone to speak (example, K9 unit trainer to demonstrate)3. Fingerprinting of volunteers

Data Sources Reviewed:

- Master Schedule

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Context and Organization	<ul style="list-style-type: none">• Tutorials –before/after school• Assessment choice and some curriculum freedom	<ul style="list-style-type: none">• Parent/Community/Student surveys• New teachers provided mentor teachers• Flip-flop PE schedule• More personnel as we are too spread out currently• Supported school vision• Staff involvement with decision• Co-worker conflict management• PLC time	<ol style="list-style-type: none">1. Parent/Community/Student/Staff Survey –School perception2. Supported school vision3. Co-worker conflict management4. PLC time

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Context and Organization	<ul style="list-style-type: none"> • Tutorials –before/after school • Assessment choice and some curriculum freedom 	<ul style="list-style-type: none"> • Parent/Community/Student surveys • New teachers provided mentor teachers • Flip-flop PE schedule • More personnel as we are too spread out currently • Supported school vision • Staff involvement with decision • Co-worker conflict management • PLC time 	<ol style="list-style-type: none"> 5. Parent/Community/Student/Staff Survey –School perception 6. Supported school vision 7. Co-worker conflict management 8. PLC time

Data Sources Reviewed:			
<ul style="list-style-type: none"> • 2015-2016 STaR Chart • Tech Plan for E-Rate • Teacher Responses 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Technology	<ul style="list-style-type: none"> • Newer student and teacher computers • Internet access and connectivity • Timely teach support • Projector/camera/Promethean board • TEKS Resource Systems training 	<ul style="list-style-type: none"> • New and ongoing in-house teacher training • Training for all devices and supplemental textbook materials • Tech integration into classroom teaching and learning (STaR Chart Key Area 1) • Campus representative to learn and train teachers about online learning activities 	<ol style="list-style-type: none"> 1. New and ongoing in-house training – PLCs for technology 2. Training for all devices and supplemental textbook materials 3. Technology integration into classroom lessons and student products (STaR Chart) 4. Identify a faculty member who will discover and ultimately train the faculty on available online learning activities –connect with Region 10 resources.

GOAL I:

The students of Wolfe City Elementary School will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, and Social Studies.

OBJECTIVE I:

Increase Advance Academic Performance (Level III) on State assessments.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Monitor the progress of every K-5 th 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.	Brent Fitzgerald, Teachers	Grade-Level Meetings, Eduphoria	End of each nine-weeks	Grade-Level Meeting Agenda/Minutes	Increase in Student Performance	End of Unit TRS Assessment Data, STAAR Data, Benchmarks, Local Assessments	1, 3, 8, 9
Provide differentiation for GT students in all four core area subjects.	Brent Fitzgerald, Sharon Duncan, Core Teachers	Local Funds, GT (21) Funds	Twice per nine-weeks for each core subject	Lesson Plans, Student Work Samples	Increase in test scores for GT students	Benchmark Increases, Local Assessments, STAAR Scores	
Provide GT training for core subject teachers.	Brent Fitzgerald, Sharon Duncan, Core Teachers	Local Funds, GT (21) Funds, Title II Funds	August 2017	Enrollment in training session (30 hour GT training modules), refresher training for current teachers	100 percent of core-teaching are GT certified	Survey teachers for training adequacy and further needs	

GOAL I:

The students of Wolfe City Elementary School will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, and Social Studies.

OBJECTIVE II:

Increase writing performance of students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Form a writing committee to select campus-wide writing curriculum.	Brent Fitzgerald, Cathy Orum, Melia Garner	WCES Staff, Time	January 2017	Committee Roster, Committee Meeting, Agenda, Minutes	Selected writing curriculum that is vertically and horizontally aligned	Teacher Survey	
Adopt a writing curriculum to be used campus-wide.	Brent Fitzgerald, Teachers, Curriculum Director	Local Funds	July 2017	Purchase Order	Increased student achievement in writing.	Writing Samples, Test Scores	
Provide "Writing Camp" for all 4 th graders.	Brent Fitzgerald, Fourth Grade Teachers	Title I Funds, Local Funds, Community Volunteers	February 2017	Purchase Order	Increase student performance in writing in 4 th grades.	Writing Portfolios, Writing Quick Checks, STAAR Data	1, 2, 4, 9

GOAL I:

The students of Wolfe City Elementary School will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, and Social Studies.

OBJECTIVE III:

Increase At-Risk student performance.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Analyze STAAR data to identify high priority standards in all tested subjects.	Brent Fitzgerald, Teachers	Conference Times, Eduphoria Aware	May-September 2017	High Priority Data Spreadsheets, Lesson Plans	Increase in student performance on high priority standards	Local Assessment Data, STAAR Data	1, 2, 8, 9
Complete a vertical analysis of high priority standards in 3 rd grade reading and math to identify high priority standards in K-2.	Brent Fitzgerald, Teachers	Conference Times	September-October 2017	High Priority Data Spreadsheets, TRS TAGs, Lesson Plans	Increase in student performance on high priority standards	Benchmarks, Local Assessments, Report Cards, End of Unit TRS Assessments	1, 2, 8, 9
Disaggregate STAAR data to identify achievement gaps between student groups.	Brent Fitzgerald	Eduphoria Aware	August 2017	Data Spreadsheets	If gaps are identified, action steps are developed	Local Assessment Data, STAAR Data	1, 2, 9
Streamline Rtl process to better provide necessary interventions.	Brent Fitzgerald, Dona Gavlick, Jodi Card, SPED Department, Teachers	Time, Region 10 Resources	August 2017	Rtl Procedure Manual	Student Performance	Benchmarks, Local Assessments, Report Cards, End of Unit TRS Assessments	

GOAL I:

The students of Wolfe City Elementary School will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, and Social Studies.

OBJECTIVE III (continued):

Increase At-Risk student performance.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Improve scheduling for specials services/programs.	Brent Fitzgerald	Time	August 2017	Master Schedule	Improved use of time in the classroom for meeting the needs of students receiving special services	Benchmarks, Local Assessments, Report Cards, End of Unit TRS Assessments	
Hire a designated Reading Lab teacher.	Brent	Title I Funds	September 2016	Reading Lab Teacher	Student Performance	Benchmarks, Local Assessments, Report Cards, End of Unit TRS Assessments	

GOAL I:

The students of Wolfe City Elementary School will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, and Social Studies.

OBJECTIVE IV:

Increase use of technologies in the classroom.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Purchase and implement technology to supplement and support academic intervention software/enrichment.	Brent Fitzgerald, Vic Lemieux, Lab Teachers	Title I Funds, Title II Funds, Title III Funds	September 2017	Purchase Order, Technology Equipment/Software	Student Performance	Benchmarks, Local Assessments, Report Cards, End of Unit TRS Assessments	
Implement iPads for PK-2 nd grades to enhance student achievement.	Brent Fitzgerald, PK-2 Teachers	Local Funds	September 2017	Purchase Order	Student Performance	Local Assessments, TPRI Data	
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.	Brent Fitzgerald, Sharon Duncan, Teachers	School Wide Schedule, Title I Funds	September 2017	Computer Lab, Chromebook Cart Schedules, T-TESS Data, Technology Lesson Plans	Increase in student keyboarding speed and accuracy. Increase in achievement of Technology TEKS and increase in technology integrated student work samples	Student Work Samples, Technology Performance Data	1, 9

GOAL I:

The students of Wolfe City Elementary School will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, and Social Studies.

OBJECTIVE IV (continued):

Increase use of technologies in the classroom.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Provide all general education classrooms with document cameras, projectors, and interactive boards.	Director of Curriculum and Technology, Vic Lemieux, Brent Fitzgerald	Technology Funds	September 2017	Technology Inventory	Increase in achievement of Technology TEKS and increase in technology integrated student work samples	Student Work Samples, Technology Performance Data	1, 9
Provide Computer Coding instruction to 2 nd -5 th graders.	Sharon Duncan	Computers, Title I Funds	A new group of students taught each nine-week period	Schedule, Student Products	Increased number of technology integrated student work samples	Student Work Samples, Technology Performance Data	1, 9
Provide customized technology training to teachers in a small group setting during PLC time.	Director of Curriculum and Technology, Brent Fitzgerald	PLC Time, Technology Funds, Title II Funds	Upon PLC request	PLC Meeting Agenda/Minutes	Increase in technology infused lessons.	Lesson Plans, T-TESS Data, Student Work Samples	3, 4

GOAL II:

Wolfe City Elementary will maintain a safe, disciplined, drug-free, and cyber safe environment conducive to student learning.

OBJECTIVE I:

Increase recognition for student success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Provide end of nine-weeks assemblies for all grade levels to celebrate/recognize A/B Honor Roll, Perfect Attendance, and Good Citizenship.	Brent Fitzgerald, Classroom Teachers, Lisa Wilson	Local Funds	End of each Nine Weeks	Student Certificates and Assemblies, Incentive Awards, Pictures Posted	Increased Student Performance, Student Motivation and Morale	Discipline Data, Assessment Data, Attendance Data, A/B Honor Roll Rosters	
Accelerated Reader Recognition	Brent Fitzgerald, Cathy Orum, Angi Anderson, Teachers	Local Funds	Every Nine weeks	AR Data Reports	Increased Points and Certification	Student Incentives	

GOAL II:

Wolfe City Elementary will maintain a safe, disciplined, drug-free, and cyber safe environment conducive to student learning.

OBJECTIVE II:

Promote good moral character of students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Implement a new character education program.	Dona Gavlick, Brent Fitzgerald, Teachers	Local Funds	August 2017	Committee Formed, Program Purchased, Teachers Trained	Decrease in Discipline Referrals, Attendance, Grades, Less Negative Parent Phone Calls	Teacher/Student Perception Surveys of School Environment	
Provide Guidance lessons for bullying prevention, suicide prevention, drug prevention, character education, and conflict resolution.	Dona Gavlick	Counselor Funds, Local Funds	September 2016-May 2017	Rotations Schedule, Counselor Evaluation	Increase in positive student behavior and decrease in negative behavior	Discipline Data, Principals 100 Club Data, Safe School Survey Data, BES Parent Survey	1, 2, 9
Implement "Wolf Bucks" system for positive behavior recognition.	Brent Fitzgerald, All Staff	Local Funds, SBDM Committee	January-May 2017	Guideline Document for Teachers, Materials Purchased	Increase in positive student behavior and decrease in negative behavior.	Discipline Data	1

GOAL II:

Wolfe City Elementary will maintain a safe, disciplined, drug-free, and cyber safe environment conducive to student learning.

OBJECTIVE II (continued):

Promote good moral character of students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Communicate schoolwide and classroom expectations/procedures and WCISD Code of Conduct to parents at grade-level Curriculum Nights and Pre K/Kinder Orientations.	Brent Fitzgerald, Teachers	Code of Conduct	September 2016	Curriculum Night Agendas, Orientation Agendas	Increase in positive student behavior and decrease in negative behavior.	Discipline Data	1, 2, 9
Revise office referral document to increase clarity of discipline incidents.	Brent Fitzgerald	Computer, Teacher Input	January 2017	WCES Office Referral Document	Increased clarity of Discipline Incidents.	Discipline Data, Teacher Survey	
Differentiated Behavior System for grade-levels	Brent Fitzgerald, Dona Gavlick, Teachers	Teacher Input, Proven Best Practices for Appropriate Age/Grade Level	August 2017	Campus Behavior Plan	Appropriate and Adequate Behavioral Consequences for each Age/Grade Level	Teacher Survey	

GOAL II:

Wolfe City Elementary will maintain a safe, disciplined, drug-free, and cyber safe environment conducive to student learning.

OBJECTIVE III:

Implement Crisis Prevention strategies with fidelity.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Post the WCES Crisis Management Plan in all rooms throughout the campus and train all staff on how to implement the plan.	Brent Fitzgerald, All Staff	Time, Crisis Management Plan	May 2017	Crisis Management Training Agenda, Drill Data	Efficient and Orderly Crisis Management Drills.	Drill Data	
Conduct fire, lockdown, and severe weather drills as described in WCES Crisis Management Plan.	Brent Fitzgerald, WCES Crisis Management Team, All Staff	Time	Fire Drills Monthly, Other Drills 1 Time Each per Semester	Crisis Drill Data	Prevention of a Crisis Incident, Prevention of Student Injuries.	Crisis Incident Data	
Invite Wolfe City Police and Fire Departments to observe Crisis Management Drills and offer input for improvement.	Brent Fitzgerald	Time, Wolfe City Safety Departments	August 2017	Documentation from Safety Departments	Prevention of a Crisis Incident.	Crisis Incident Data	

GOAL III:

Wolfe City Elementary will recruit, develop, and retain highly qualified and effective personnel.

OBJECTIVE I:

Provide new teacher mentor/support system.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Assign new teachers to a mentor teacher.	Brent Fitzgerald	Allotted Conference Time	August 2017	Designated and Assigned Campus Mentors	Increase in new teacher confidence and satisfaction, increase in student performance	New Teacher Survey, T-TESS Data	
Monthly meetings with teachers new to the profession or new to district/position.	Brent Fitzgerald, Mentor Teachers	Allotted Conference Times, New Teacher Handbook, Title II Funds	2017 School Year, Monthly	Meeting Agendas	Increase in new teacher confidence and satisfaction, increase in student performance	New Teacher Survey, T-TESS Data	
Provide new teachers the opportunity to observe other veteran teachers.	Brent Fitzgerald, Veteran Teachers	Local Funds, Time, Observation Form	Each Nine-Weeks	New Teacher Observation Form Notes	Improved Teacher Instruction, Increased Student Performance	New Teacher Survey, T-TESS Data	

GOAL III:

Wolfe City Elementary will recruit, develop, and retain highly qualified and effective personnel.

OBJECTIVE II:

Provide meaningful, relevant professional development, including T-TESS training.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Provide required and targeted professional development opportunities.	Director of Curriculum and Technology, Brent Fitzgerald	Title I Funds, Title II Funds, Title III Funds	August 2017- May 2018	Professional Development Agenda/Minutes	Increase in Student Achievement, Increase in Teacher Satisfaction and Retention Rate	Training Certificates, STAAR Data, Local Assessment Data, Title I Comprehensive Needs Assessment	
Provided student behavioral management training	Brent Fitzgerald, Dona Gavlick	Title II Funds	August 2017	Planned Training Dates for Campus	Decrease in Office Referrals, Increase in Teacher Confidence Handling Behavioral Situations	Discipline Data, Training Certificates	
Find ways to attend teacher conferences	Director of Curriculum and Technology, Brent Fitzgerald	Local Funds, Title II Funds	May 2017	Teacher Registration at Conferences	Improved Teacher Instruction, Increased Student Performance	Training Certificates, STAAR Data, Local Assessment Data, Title I Comprehensive Needs Assessment	

GOAL III:

Wolfe City Elementary will recruit, develop, and retain highly qualified and effective personnel.

OBJECTIVE II (continued):

Provide meaningful, relevant professional development, including T-TESS training.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
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.	Brent Fitzgerald, Teachers	PLC Time, Dedicated Elementary PE Coach	September 2017-May 2018	Master Schedule, PLC Agenda/Minutes	Increase in student achievement. Increase in teacher satisfaction and retention rate.	STAAR Data, Local Assessment Data	1, 2, 4, 5

GOAL III:

Wolfe City Elementary will recruit, develop, and retain highly qualified and effective personnel.

OBJECTIVE III:

Recruit at area teacher career fairs

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Attend Texas A&M University-Commerce Teacher Career Fair and promote campus.	Brent Fitzgerald, Teachers	Local Funds, Career Fair Booth Materials	March 2017	Career Fair Registration	Ability to select higher-quality teacher candidates at an earlier time in the school year, reduced teacher turnover, increased student performance	Documentation of the Hiring of Career Fair Attendees	

GOAL IV:

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

OBJECTIVE I:

Create and ensure systematic and consistent means of communication to all stakeholders.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Publish weekly newsletters at all grade levels.	Teaches	Computers, Paper, Local Funds	End of Each Week	Class Newsletters	System for providing parent communication	WCES Parent Survey	1, 6
Publish a WCES campus newsletter for distribution in report cards for each nine-weeks.	Brent Fitzgerald	Computer, Paper, Local Funds	End of each Nine-Weeks	WCES Newsletter	System for providing parent communication	WCES Parent Survey	1, 6
Provide and maintain up-to-date websites with the following items: information about the teacher, class schedule, and links to educational websites.	Brent Fitzgerald, Teachers	WCES Website	Weekly	WCES Teacher Websites	System for providing parent communication	WCES Parent Survey	1, 6
Implement positive student communication to every parent each 9 weeks	Brent Fitzgerald, Teachers	Conference Times, Communication Log Sheet	Every Nine-Weeks	Parent Communication Log Sheet	Improved relations and communication between teachers and parents.	Teacher survey	
Implement student radio station to announce school communications	Brent Fitzgerald, Sharon Duncan, Vic Lemieux	Local Funds	August 2017	Purchase Order, Radio Transmitter	Increased Communication	N/A	

GOAL IV:

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

OBJECTIVE II:

Develop and maintain community and family involvement through communication, events, and services.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Provide opportunities for family nights.	Brent Fitzgerald, Dona Gavlick, All Teachers	Local Funds	Once per Semester	Communications, Sign In Sheets	Improved parent/school relationship	Parent Survey	
Use community/organizations as field trips.	Brent Fitzgerald, Teachers	Community Organizations and Businesses	Every Nine-Weeks	Communication with Local Businesses and Organizations	Increased student knowledge of local businesses and organizations	Local Assessments, Increased Scores, Project Based Assignments	
Collaborate with local secondary educational institutions to promote student learning and post-secondary goals.	Brent Fitzgerald, Dona Gavlick, Teachers	Local Institutions	Spring 2017	Communications, Agreements with Local Schools	Increased student performance, increased student interest	Local Assessments, Increased Scores, Project Based Assignments	
Provide an engaging and festive Pre-K and Kindergarten enrollment "Roundup".	Brent Fitzgerald, Dona Gavlick, School Nurse, PreK and Kinder Teachers	Local Funds	May 2017	"Round Up" Posters	Enrollment Lists	WCES Parent Survey	1, 6, 7, 10

GOAL IV:

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

OBJECTIVE II (continued):

Develop and maintain community and family involvement through communication, events, and services.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative / Summative	Title I Schoolwide Components (Code by #)
Provide a PreK and Kindergarten sit down orientation with child care provided.	PreK Teachers, Kinder Teachers	Orientation Materials, Local Funds	August 2017	Orientation Communication Documents	Increase parent knowledge of new grade level.	WCES Parent Survey	1, 6, 7
Provide "Fall Parent Academy" Night for all grade level parents and students to meet with teachers and discuss current progress.	All WCES Staff	PTTO funds, Local Funds	October 2016	"Fall Parent Academy Night" communications, parent sign in sheets	Increase parent knowledge of new grade level.	WCES Parent Survey	

WCES State Special Allotments Categories and Corresponding FTEs

2016-17	GT	Special Ed	Comp Ed	ESL
	PIC 21	PIC 23	PIC 24,28	PIC 25
Teachers	0.08	0.90	3.55	0.07
Teacher Aides		2.00	1.58	
Counselor		0.06	0.30	
TOTAL FTE	0.08	2.96	5.42	0.07
6100	\$4,845.00	\$158,024.00	\$184,522.00	\$3,603.00
6200	\$500.00			
6300	\$200.00	\$500.00	\$500.00	
6400	\$300.00	\$300.00	\$600.00	
Total	\$5,845.00	\$158,824.00	\$185,622.00	\$3,603.00