

**Wolfe City Independent School District**  
**Wolfe City Elementary**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Board Approval Date:** November 15, 2017  
**Public Presentation Date:** October 25, 2017

# Mission Statement

The Board of Trustees of the Wolfe City School District has established that the primary mission of the Wolfe City Schools is to wholly develop each individual student - mentally, physically, spiritually and socially - to full capacity, so that all students may be able to develop thinking skills, to acquire and apply knowledge and to create within themselves, a sense of self-worth and self-discipline. This statement of mission is fostered by the belief that these skills and attributes are essential for students to become productive, responsible, participating members of our democratic society.

# Vision

Wolfe City ISD -Making Tracks for the Future!

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- Under the state average for student/teacher ratio
- Attendance rate is above state average
- Increasing in programs for ELL students and families
- Low mobility rate
- Enrollment has held steady over the past years

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Tardy policy needs to address chronic tardiness and absenteeism. **Root Cause:** Procedures have not been communicated well enough to staff.

**Problem Statement 2:** Retention rates are above state averages in all grades. **Root Cause:** Not clear enough RtI process/procedures.

**Problem Statement 3:** At-risk student academic performance is not very well documented. **Root Cause:** The student portfolio needs to be improved and revamped, in an electronic format.

## Student Achievement

### Student Achievement Strengths

- Our accommodations and supports allow special education and special population students to succeed comparatively to our regular education students.
- Data driven tutoring and accelerated instruction.
- Local benchmark assessments and state assessments are comparable.
- Math and reading lab success is shown through student success and mastery.
- Smaller class sizes in primary grades.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Lack of cohesive alignment of end of the year subject (TEKS) specific mastery test. **Root Cause:** We do not have year to year tracking for core subjects for students for tracking purposes.

**Problem Statement 2:** RTI for core subjects, core subject RTI paperwork. **Root Cause:** We do not have PLC time to allow for grade level teams to discuss RTI topics nor vertical PLC time to discuss RTI with other grade levels and how to carry it over from year to year. We do not have consistent RTI continuity between grade levels.

**Problem Statement 3:** Report cards do not reflect assessment scores or mastery. **Root Cause:** Not enough training for taking assessments on group work or observation assessments.

**Problem Statement 4:** Retention rate (percentage) is really high. **Root Cause:** Lack of RTI process and documentation, lack of looking at the whole child instead of just looking at grades and assessments.

## School Culture and Climate

### School Culture and Climate Strengths

- Two-way intercoms
- Staff feels safe
- Safety drills are practices frequently
- Low percentage of students sent to DAEP (0%)
- Teachers are well informed on emergency protocol
- Campus promotes wide-spread student participation
- Strategies in place to reduce bullying

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** What support systems are in place for people new to the district? WCES is not very parent/new student friendly. Visitors or people new to the district have a hard time finding different classrooms, nurse, labs, etc. **Root Cause:** Lack of student/parent surveys to see what the needs are; no campus-wide parent/student orientations; transition in campus leadership.

**Problem Statement 2:** Tardies are becoming more prevalent. There are not any consistent consequences for the students. **Root Cause:** Transition in campus leadership; unclear policy and procedure.

**Problem Statement 3:** There is not a consistent policy and procedure for discipline. **Root Cause:** Transition in campus leadership.

**Problem Statement 4:** Students open doors for anyone who knocks. **Root Cause:** Students are not properly trained to understand safety of not opening doors.

**Problem Statement 5:** Staff needs access to different facilities, such as the lunchroom and library. **Root Cause:** Lack of keys available.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

- 100% Highly qualified Teachers and Paras
- 81% of the staff was retained in 2016
- Supported PD opportunities and offered almost on a daily basis through Region 10
- Support from our regional service center through presenters
- Student to teacher ratio 15.9:9
- 60% of our staff has been here for 5+ years

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Lack of support for 1st year teachers. **Root Cause:** Not enough active mentoring.

**Problem Statement 2:** Need for the campus to be able to support new employees to the district. **Root Cause:** We need to establish a mentor program for our campus.

**Problem Statement 3:** We need to establish goals and how we will obtain them to increase student performance and teacher quality.

**Problem Statement 4:** Professional Development needs to meet the need of the staff and students.

**Problem Statement 5:** Low performance areas need to be targeted and plans in place for improvement.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Strengths

- Our student expectations are high
- Our state scores are most often at or above state standards
- We have strong campus incentives that encourage student growth and learning progress
- Our campus puts an emphasis on building both interventions and enrichment into the daily schedule

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Writing scores could be improved if there was a campus wide adopted writing curriculum. We need a stronger and more consistent focus on writing across all grade levels. **Root Cause:** As a campus we are lacking access to a campus-wide writing curriculum that builds from year to year. As a district we need to develop a comprehensive writing policy that requires that writing be taught in all subjects across all grade levels. In addition, all teachers, no matter their subject or discipline be provided with training in teaching the adopted curriculum.

**Problem Statement 2:** There is a lack of a school wide RTI with consistent documentation that follows the student from year to year. **Root Cause:** We do not have consistent way to record and document student data needed for RTI purposes. In addition, our teachers need more training in taking progress monitoring assessments.

**Problem Statement 3:** We have a need to incorporate more STEM/STEAM type labs across all grade levels. **Root Cause:** Our students would benefit from the rigor that would better prepare them for the ever growing higher STEM/STEAM expectations.

## **Family and Community Involvement**

### **Family and Community Involvement Strengths**

- Strong teacher retention
- Student performances/activities to which parents/community members are invited
- Fundraising campaigns to benefit community
- Parent Academy
- Provide opportunities for parent-teacher communications at Meet-the-Teacher Night

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Students, parents, and teachers could benefit from greater involvement from parents and upstanding community members.

**Problem Statement 2:** There is not an organized process to discover volunteers' strengths, expertise, and availabilites.

**Problem Statement 3:** Community partnerships could provide numerous opportunities for our school and students.

**Problem Statement 4:** There is no screening process of volunteers to ensure safety of students.

**Problem Statement 5:** We need quarterly parent-education opportunities to address specific challenges based on data from parent surveys.



## School Context and Organization

### School Context and Organization Strengths

- Campus is now using Plan4Learning software to keep track of CIP goal progress
- School improvement monitoring system is in place
- Master schedule allows for a designated intervention block.
- Grade-levels and labs are located together in the building.
- Increase in labs for underperforming students.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** The campus does not currently have PLC built into the schedule. **Root Cause:** Sharing of facilities and employees with middle school and high school. The elementary needs its own PE coach dedicated to the elementary campus so that the elementary can schedule PLC.

**Problem Statement 2:** Informal leadership is not established. There is a need for department/grade-level heads and opportunities for aspiring administrators to get experience. **Root Cause:** PLC previously has never existed so there was not a need.

**Problem Statement 3:** Teachers need more input in the decision making process for the campus. **Root Cause:** A transition in campus/district leadership that has been ongoing. This has resulted in a lack of consistency in committee structuring and channels of communication.

**Problem Statement 4:** The campus is not aware of student/parent/community perceptions. The stakeholders of the campus have not been given an avenue to voice their input. **Root Cause:** Lack of time, lack of District technology support due to changing of personnel. Surveys have not been provided to parents, staff, students, and the community so that their input can be analyzed.

# Technology

## Technology Strengths

- Addition of Chrome carts to the elementary building.
- First in Math website --highly motivating for kids at each grade level.
- Classrooms are well-equipped with technology, both for students and teachers.
- Tech support is, for the most part, timely and responsive.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teacher training is non-existent for digital curriculum supplemental materials. No one is specifically tasked to train teachers how to use this material. **Root Cause:** Communication, staff turn-over, departmentalization in grades 3-5 (not everyone on the grade level team is familiar with what is available across subject areas).

**Problem Statement 2:** Teacher training is missing for online programs teachers are expected to use. They are not familiar with available reports and ways to customize the software to increase student learning. **Root Cause:** Communication, staff turn-over, departmentalization in grades 3-5 (not everyone on the grade level team is familiar with what is available across subject areas)

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

#### **Employee Data**

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data

#### **Parent/Community Data**

- Parent Involvement Rate

#### **Support Systems and Other Data**

- Organizational structure data

# Goals

**Goal 1: The students of Wolfe City Elementary School will be challenged to achieve excellence through a well-balanced and appropriate curriculum.**

**State Objectives:**

**#2: Students will be encouraged and challenged to meet their full educational potential**

**#4: A well-balanced and appropriate curriculum will be provided to all students**



**#6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.**








**#9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.**

**Performance Objective 1:** Increase Meets Grade Level or higher performance on state assessments to that of state average or higher.

**Evaluation Data Source(s) 1:** End of Unit TRS Assessment Data, STAAR Data, Benchmarks, Local Assessments, Lesson Plans, T-TESS Data

**Summative Evaluation 1:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Align Math and Reading curriculum vertically and across the grade levels, with common assessments used so that student progress can be measured.	1.0, 8.0	Principal, Teachers	Greater student progress measuring; increase in fidelity of instructional program across the campus.				
	Problem Statements: Student Achievement 1						
2) Provide differentiation for GT students in all four core area subjects.	1.0	Principal, GT Coordinator	Increase in test scores for GT students.				

3) Provide GT training for core subject teachers.	4.0	Principal, GT Coordinator	100 percent of core-teaching are GT certified.				
4) Have GT Coordinator work with teachers once per nine weeks to help develop higher-level thinking strategies in the classroom for all students.	4.0	Principal, GT Coordinator	Increase in Student Performance.				
5) Incorporate more STEM/STEAM labs across the grade-levels.	1.0	Principal, Math/Science Teachers	Students would be provided greater real-world applications; increase in critical thinking skills.				
Problem Statements: Curriculum, Instruction, and Assessment 3							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Lack of cohesive alignment of end of the year subject (TEKS) specific mastery test. <b>Root Cause 1:</b> We do not have year to year tracking for core subjects for students for tracking purposes.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 3:</b> We have a need to incorporate more STEM/STEAM type labs across all grade levels. <b>Root Cause 3:</b> Our students would benefit from the rigor that would better prepare them for the ever growing higher STEM/STEAM expectations.

**Goal 1:** The students of Wolfe City Elementary School will be challenged to achieve excellence through a well-balanced and appropriate curriculum.

State Objectives:

#2: Students will be encouraged and challenged to meet their full educational potential

#4: A well-balanced and appropriate curriculum will be provided to all students



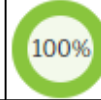
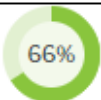
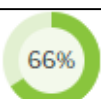
#6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.






#9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Performance Objective 2:** Increase writing performance of students on state assessment to that of state average or higher.

**Evaluation Data Source(s) 2:** Writing Samples, Test Scores, Writing Portfolios, Writing Quick Checks, STAAR Data, Lesson Plans, T-TESS Data

**Summative Evaluation 2:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
<b>System Safeguard Strategy</b> 1) Implement the Writing Academy curriculum across grade levels and subjects.	1.0	Principal	Increased student achievement in writing.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
<b>System Safeguard Strategy</b> 2) Develop a comprehensive campus writing policy, including collecting writing samples of select students from grades K-5 to monitor student performance.	1.0	Principal, Teachers	Provides a reflection on the implementation of new writing strategies and a means to monitor success. Raise expectations of student writing.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
<b>System Safeguard Strategy</b> 3) Provide "Writing Camp" for all 4th grade students.	1.0, 9.0	Principal, Fourth Grade Writing Teacher	Increase student performance in writing in 4th grades.				
Problem Statements: Staff Quality, Recruitment, and Retention 5 - Curriculum, Instruction, and Assessment 1							

<b>System Safeguard Strategy</b> 4) Provide ongoing staff training for the Writing Academy.	1.0, 4.0	Principal					
Problem Statements: Staff Quality, Recruitment, and Retention 4, 5 - Curriculum, Instruction, and Assessment 1							
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**Performance Objective 2 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 4:</b> Professional Development needs to meet the need of the staff and students.
<b>Problem Statement 5:</b> Low performance areas need to be targeted and plans in place for improvement.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Writing scores could be improved if there was a campus wide adopted writing curriculum. We need a stronger and more consistent focus on writing across all grade levels. <b>Root Cause 1:</b> As a campus we are lacking access to a campus-wide writing curriculum that builds from year to year. As a district we need to develop a comprehensive writing policy that requires that writing be taught in all subjects across all grade levels. In addition, all teachers, no matter their subject or discipline be provided with training in teaching the adopted curriculum.



**Goal 1:** The students of Wolfe City Elementary School will be challenged to achieve excellence through a well-balanced and appropriate curriculum.

State Objectives:

#2: Students will be encouraged and challenged to meet their full educational potential

#4: A well-balanced and appropriate curriculum will be provided to all students





#6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

#9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Performance Objective 3:** Increase At-Risk student performance by 10 percent for students scoring Meets Grade Level or higher on state Math/Reading assessments.

**Evaluation Data Source(s) 3:** Benchmarks, Local Assessments, Report Cards, End of Unit TRS Assessments, Tutoring Rosters, RtI Handbook

**Summative Evaluation 3:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Analyze STAAR data to identify high priority standards in all tested subjects.	1.0	Principal, Teachers	Increase in student performance on high priority standards.				
Problem Statements: Staff Quality, Recruitment, and Retention 5							
2) Complete a vertical analysis of high priority standards in 3rd grade reading and math to identify high priority standards in K-2.	1.0	Principal, Teachers	Increase in student performance on high priority standards.				
3) Disaggregate STAAR data to identify achievement gaps between student groups.	1.0	Principal, Teachers	If gaps are identified, action steps are developed.				
4) Streamline RtI process to better provide necessary interventions and consistent documentation.	1.0	Principal, Counselor	Increased teacher understanding of the RtI process and how to implement in their instruction. Increase in Student Performance. Decrease in retention rates.				
Problem Statements: Demographics 2 - Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 2							

5) Improve scheduling for specials services/programs.		Principal, SPED Teacher, Intervention Teachers	Improved use of time in the classroom for meeting the needs of students receiving special services.				
6) Review and revise At-Risk student list and provide to teachers through electronic format.	1.0	Principal, Counselor	A more accurate at-risk list and teacher awareness of their at-risk students.				
Problem Statements: Demographics 3							
7) Utilize Math/Reading lab interventionists to provide targeted instruction for low performing students.	1.0	Principal, Math/Reading Lab Interventionists.	Closing of performance gaps in at-risk and other low performing students.				
8) Purchase and implement iStation supplemental reading program for the campus.		Principal, Teachers	Increase student achievement in reading.				
9) Continue providing full day PreK program for eligible needs-based students.	7.0	Principal, PK Teachers	To provide a solid academic start for children, better preparing them for Kindergarten and beyond.				
Funding Sources: State COMP 24/30 - \$0.00							
10) Provide accelerated instruction for students, including June Summer School to all 5th grade students who did not pass STAAR SSI subjects.	1.0, 9.0	Principal, Teachers	Increase in student performance and STAAR passing rate.				
<b>System Safeguard Strategy</b> 11) Assign small group instruction and tutoring for economically disadvantaged students and ESL students in reading and math.	1.0, 2.0, 3.0, 9.0	Principal, Teachers	Improved report card grades, improved scores, and reduced failure/retention rates.				
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

### Performance Objective 3 Problem Statements:

Demographics	
<b>Problem Statement 2:</b> Retention rates are above state averages in all grades. <b>Root Cause 2:</b> Not clear enough RTI process/procedures.	
<b>Problem Statement 3:</b> At-risk student academic performance is not very well documented. <b>Root Cause 3:</b> The student portfolio needs to be improved and revamped, in an electronic format.	
Student Achievement	
<b>Problem Statement 2:</b> RTI for core subjects, core subject RTI paperwork. <b>Root Cause 2:</b> We do not have PLC time to allow for grade level teams to discuss RTI topics nor vertical PLC time to discuss RTI with other grade levels and how to carry it over from year to year. We do not have consistent RTI continuity between grade levels.	
<b>Problem Statement 4:</b> Retention rate (percentage) is really high. <b>Root Cause 4:</b> Lack of RTI process and documentation, lack of looking at the whole child instead of just looking at grades and assessments.	

**Staff Quality, Recruitment, and Retention**

**Problem Statement 5:** Low performance areas need to be targeted and plans in place for improvement.

**Curriculum, Instruction, and Assessment**

**Problem Statement 2:** There is a lack of a school wide RTI with consistent documentation that follows the student from year to year. **Root Cause 2:** We do not have consistent way to record and document student data needed for RTI purposes. In addition, our teachers need more training in taking progress monitoring assessments.

**Goal 1:** The students of Wolfe City Elementary School will be challenged to achieve excellence through a well-balanced and appropriate curriculum.

State Objectives:

#2: Students will be encouraged and challenged to meet their full educational potential

#4: A well-balanced and appropriate curriculum will be provided to all students

#6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.






#9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Performance Objective 4:** Increase use of technologies in the classroom.

**Evaluation Data Source(s) 4:** Benchmarks, Local Assessments, Report Cards, End of Unit TRS Assessments, Student Work Samples, Technology Performance Data, Lesson Plans, T-TESS Data

**Summative Evaluation 4:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Purchase and implement technology to supplement and support academic intervention software/enrichment.	1.0	Principal	Student Performance				
2) Implement iPads for PK-2nd grades to enhance student achievement.		Principal, PK-2 Teachers	Student Performance				
3) 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.		Principal, Technology Teacher, Teaches	Increase in student keyboarding speed and accuracy. Increase in achievement of Technology TEKS and increase in technology integrated student work samples.				
4) Provide all general education classrooms with document cameras, projectors, and interactive boards.		Principal	Increase in achievement of Technology TEKS and increase in technology integrated student work samples.				

5) Provide customized technology training to teachers in a small group setting during PLC time and after-school, including training for school-purchased online programs.	4.0	Principal, Technology Teacher	Increased and efficient utilization of technology resources. Teachers will have an increased understanding of what resources are available at the campus.				
	Problem Statements: Technology 1, 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 4 Problem Statements:**

<b>Technology</b>
<b>Problem Statement 1:</b> Teacher training is non-existent for digital curriculum supplemental materials. No one is specifically tasked to train teachers how to use this material. <b>Root Cause 1:</b> Communication, staff turn-over, departmentalization in grades 3-5 (not everyone on the grade level team is familiar with what is available across subject areas).
<b>Problem Statement 2:</b> Teacher training is missing for online programs teachers are expected to use. They are not familiar with available reports and ways to customize the software to increase student learning. <b>Root Cause 2:</b> Communication, staff turn-over, departmentalization in grades 3-5 (not everyone on the grade level team is familiar with what is available across subject areas)

**Goal 2: Wolfe City Elementary School will maintain a safe, disciplined, drug-free, and cyber-safe environment conducive to student learning.**

**State Objectives:**

**#3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.**

**#7: School campuses will maintain a safe and disciplined environment conducive to student learning.**

**Performance Objective 1: Increase recognition for student success.**

**Evaluation Data Source(s) 1:** Discipline Data, Assessment Data, Attendance Data, A/B Honor Roll Rosters, Student Incentives

**Summative Evaluation 1:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Provide end of nine weeks-weeks assemblies for all grade levels to celebrate/recognize A/B Honor Roll, Perfect Attendance, and Good Citizenship.		Principal, Classroom Teachers, Student Council Sponsor	Increased Student Performance, Student Motivation and Morale.				
2) Accelerated Reader Recognition.		Principal, Intervention Teachers	Increased Points and Certification				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 2:** Wolfe City Elementary School will maintain a safe, disciplined, drug-free, and cyber-safe environment conducive to student learning.

State Objectives:

#3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.









#7: School campuses will maintain a safe and disciplined environment conducive to student learning.

**Performance Objective 2:** Promote good moral character of students.

**Evaluation Data Source(s) 2:** Discipline Data, Teacher/Student Perception Surveys of School Environment

**Summative Evaluation 2:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Implement R-Time, a new character education program.		Principal, Counselor, Teachers	Decrease in Discipline Referrals, Attendance, Grades, Less Negative Parent Phone Calls.				
2) Provide Guidance lessons for bullying prevention, suicide prevention, drug prevention, character education, and conflict resolution.		Counselor	Increase in positive student behavior and decrease in negative behavior.				
3) Implement "Wolf Bucks" system for positive behavior recognition.		Principal	Increase in positive student behavior and decrease in negative behavior.				
Problem Statements: School Culture and Climate 3							
4) Communicate schoolwide and classroom expectations/procedures and WCISD Code of Conduct to parents at grade-level Curriculum Nights and Pre K/Kinder Orientations.		Principal, Teachers	Increase in positive student behavior and decrease in negative behavior.				
Problem Statements: Demographics 1 - School Culture and Climate 2, 3							
5) Revise office referral document to increase clarity of discipline incidents.		Principal	Increased clarity of Discipline Incidents.				
Problem Statements: School Culture and Climate 3							

6) Differentiated Behavior System for grade-levels based on PBIS Strategies.	Principal, Counselor	Appropriate and Adequate Behavioral Consequences for each Age/Grade Level.				
	Problem Statements: School Culture and Climate 3					
7) Revise and share Tardy Policy with teachers and parents.	Principal	Increase in student on-time arrival to school/class.				
	Problem Statements: Demographics 1 - School Culture and Climate 2					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Tardy policy needs to address chronic tardiness and absenteeism. <b>Root Cause 1:</b> Procedures have not been communicated well enough to staff.
<b>School Culture and Climate</b>
<b>Problem Statement 2:</b> Tardies are becoming more prevalent. There are not any consistent consequences for the students. <b>Root Cause 2:</b> Transition in campus leadership; unclear policy and procedure.
<b>Problem Statement 3:</b> There is not a consistent policy and procedure for discipline. <b>Root Cause 3:</b> Transition in campus leadership.



**Goal 2:** Wolfe City Elementary School will maintain a safe, disciplined, drug-free, and cyber-safe environment conducive to student learning.

State Objectives:

#3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

#7: School campuses will maintain a safe and disciplined environment conducive to student learning.

**Performance Objective 3:** Implement Crisis Prevention strategies with fidelity.

**Evaluation Data Source(s) 3:** Drill Data, Crisis Incident Data

**Summative Evaluation 3:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Post the WCES Crisis Management Plan in all rooms throughout the campus and train all staff on how to implement the plan.		Principal	Efficient and Orderly Crisis Management Drills.				
2) Conduct fire, lockdown, and severe weather drills as described in WCES Crisis Management Plan.		Principal	Prevention of a Crisis Incident, Prevention of Student Injuries.				
3) Invite Wolfe City Police and Fire Departments to observe Crisis Management Drills and offer input for improvement.		Principal	Prevention of a Crisis Incident.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

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

**State Objectives:**

**#5: Qualified and highly effective personnel will be recruited, developed, and retained.**


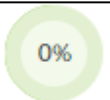
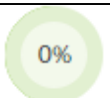
**#8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.**

**#9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration**

**Performance Objective 1:** Provide new teacher mentor/support system.

**Evaluation Data Source(s) 1:** New Teacher Survey, T-TESS Data

**Summative Evaluation 1:**

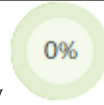
Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Assign new teachers to a mentor teacher.	1.0, 4.0, 5.0	Principal	Increase in new teacher confidence and satisfaction, increase in student performance.				
Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2							
2) Monthly meetings with teachers new to the profession or new to district/position.	4.0, 5.0	Principal, Mentor Teachers	Increase in new teacher confidence and satisfaction, increase in student performance.				
Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2							
3) Provide new teachers the opportunity to observe other veteran teachers.	1.0, 4.0, 5.0	Principal	Improved Teacher Instruction, Increased Student Performance.				
Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**School Culture and Climate**

**Problem Statement 1:** What support systems are in place for people new to the district? WCES is not very parent/new student friendly. Visitors or people new to the district have a hard time finding different classrooms, nurse, labs, etc. **Root Cause 1:** Lack of student/parent surveys to see what the needs are; no campus-wide parent/student orientations; transition in campus leadership.

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Lack of support for 1st year teachers. **Root Cause 1:** Not enough active mentoring.

**Problem Statement 2:** Need for the campus to be able to support new employees to the district. **Root Cause 2:** We need to establish a mentor program for our campus.

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

State Objectives:

#5: Qualified and highly effective personnel will be recruited, developed, and retained.







#8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

#9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

**Performance Objective 2:** Provide meaningful, relevant professional development.

**Evaluation Data Source(s) 2:** Training Certificates, STAAR Data, Local Assessment Data, Title I Comprehensive Needs Assessment, Discipline Data

**Summative Evaluation 2:**

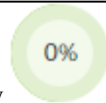
Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Provide required and targeted professional development opportunities, including staff development for ESL students.	1.0, 3.0, 4.0, 5.0	Principal	Increase in Student Achievement, Increase in Teacher Satisfaction and Retention Rate.				
	Problem Statements: Staff Quality, Recruitment, and Retention 4 - Technology 1, 2						
2) Provided student behavioral management training	4.0, 5.0	Principal, Counselor	Decrease in Office Referrals, Increase in Teacher Confidence Handling Behavioral Situations				
	Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4						
3) Find ways to attend teacher conferences.		Principal	Improved Teacher Instruction, Increased Student Performance				
	Problem Statements: Staff Quality, Recruitment, and Retention 4						
4) 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.	1.0, 4.0	Principal	Increase in student achievement. Increase in teacher satisfaction and retention rate.				
	Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 4, 5 - School Context and Organization 1, 2, 3						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## Performance Objective 2 Problem Statements:

<b>Student Achievement</b>
<b>Problem Statement 2:</b> RTI for core subjects, core subject RTI paperwork. <b>Root Cause 2:</b> We do not have PLC time to allow for grade level teams to discuss RTI topics nor vertical PLC time to discuss RTI with other grade levels and how to carry it over from year to year. We do not have consistent RTI continuity between grade levels.
<b>School Culture and Climate</b>
<b>Problem Statement 3:</b> There is not a consistent policy and procedure for discipline. <b>Root Cause 3:</b> Transition in campus leadership.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 4:</b> Professional Development needs to meet the need of the staff and students.
<b>Problem Statement 5:</b> Low performance areas need to be targeted and plans in place for improvement.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> The campus does not currently have PLC built into the schedule. <b>Root Cause 1:</b> Sharing of facilities and employees with middle school and high school. The elementary needs its own PE coach dedicated to the elementary campus so that the elementary can schedule PLC.
<b>Problem Statement 2:</b> Informal leadership is not established. There is a need for department/grade-level heads and opportunities for aspiring administrators to get experience. <b>Root Cause 2:</b> PLC previously has never existed so there was not a need.
<b>Problem Statement 3:</b> Teachers need more input in the decision making process for the campus. <b>Root Cause 3:</b> A transition in campus/district leadership that has been ongoing. This has resulted in a lack of consistency in committee structuring and channels of communication.
<b>Technology</b>
<b>Problem Statement 1:</b> Teacher training is non-existent for digital curriculum supplemental materials. No one is specifically tasked to train teachers how to use this material. <b>Root Cause 1:</b> Communication, staff turn-over, departmentalization in grades 3-5 (not everyone on the grade level team is familiar with what is available across subject areas).
<b>Problem Statement 2:</b> Teacher training is missing for online programs teachers are expected to use. They are not familiar with available reports and ways to customize the software to increase student learning. <b>Root Cause 2:</b> Communication, staff turn-over, departmentalization in grades 3-5 (not everyone on the grade level team is familiar with what is available across subject areas)

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

State Objectives:

#5: Qualified and highly effective personnel will be recruited, developed, and retained.

#8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

#9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

**Performance Objective 3:** Recruit at area teacher career fairs.

**Evaluation Data Source(s) 3:** Career Fair Registration Confirmation, Documentation of the Hiring of Career Fair Attendees

**Summative Evaluation 3:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Attend Texas A&M University-Commerce Teacher Career Fair and promote campus.	5.0	Principal	Ability to select higher-quality teacher candidates at an earlier time in the school year, reduced teacher turnover, increased student performance.	0%			

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

**State Objective:**

**#1: Parents will be full partners with educators in the education of their children.**

**Performance Objective 1:** Create and ensure systematic and consistent means of communication to all stakeholders.

**Evaluation Data Source(s) 1:** WCES Parent Survey, Teacher Survey, Newsletter Hard Copy, Website, Teacher Communication Log-sheet

**Summative Evaluation 1:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Publish weekly newsletters at all grade levels.		Principal, Teachers	System for providing parent communication.				
2) Publish a WCES campus newsletter for distribution in report cards for each nine-weeks.		Principal	System for providing parent communication				
3) Provide and maintain up-to-date websites with the following items: information about the teacher, class schedule, and links to educational websites.		Principal, Teachers	System for providing parent communication.				
4) Implement positive student communication to every parent each 9 weeks.		Principal, Teachers	Improved relations and communication between teachers and parents.				
5) Provide parents and stakeholders an opportunity provide their perceptions of the campus through the use of a parent survey.	6.0	Principal, Teachers	Parent input can be analyzed to improve campus and its perceptions.				
Problem Statements: School Context and Organization 4							
= Accomplished                       = Continue/Modify                       = No Progress                       = Discontinue							

**Performance Objective 1 Problem Statements:**

### School Context and Organization

**Problem Statement 4:** The campus is not aware of student/parent/community perceptions. The stakeholders of the campus have not been given an avenue to voice their input. **Root Cause 4:** Lack of time, lack of District technology support due to changing of personnel. Surveys have not been provided to parents, staff, students, and the community so that their input can be analyzed.



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




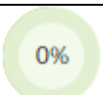

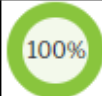

State Objective:

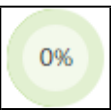


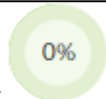

#1: Parents will be full partners with educators in the education of their children.

**Performance Objective 2:** Develop and maintain community and family involvement through communication, events, and services.

**Evaluation Data Source(s) 2:** WCES Parent Survey, Local Assessments, Increased Scores, Project Based Assignments

**Summative Evaluation 2:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	June
1) Provide opportunities for family nights.	1.0, 6.0	Principal, Counselor, Teachers	Improved parent/school relationship				
Problem Statements: Family and Community Involvement 1							
2) Use community/organizations as field trips.	1.0, 6.0	Principal, Teachers	Increased student knowledge of local businesses and organizations				
Problem Statements: Family and Community Involvement 1, 3							
3) Continue collaborating with local secondary educational institutions to promote student learning and post-secondary goals.		Principal, Counselor					
Problem Statements: Family and Community Involvement 3							
4) Provide an engaging and festive Pre-K and Kindergarten enrollment "Roundup".	1.0, 7.0	Principal, Counselor, PK/Kindergarten Teachers					
5) Provide a "Fall Parent Academy" Night for all grade level parents and students to meet with teachers and discuss current progress, and learn about school-wide academic initiatives.	1.0, 6.0	Principal, Teachers	Increase parent knowledge of new grade level.				
Problem Statements: Family and Community Involvement 1							

6) Create a disseminate a survey to parents and community members to discover potential volunteers' strengths, expertise, and availability.	1.0, 6.0	Principal, Teachers	Increase in community volunteers to help strengthen the school's instructional program.				
Problem Statements: Family and Community Involvement 1, 2, 3 - School Context and Organization 4							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Family and Community Involvement</b>	
<b>Problem Statement 1:</b> Students, parents, and teachers could benefit from greater involvement from parents and upstanding community members.	<b>Problem Statement 2:</b> There is not an organized process to discover volunteers' strengths, expertise, and availabilites.
<b>Problem Statement 3:</b> Community partnerships could provide numerous opportunities for our school and students.	
<b>School Context and Organization</b>	
<b>Problem Statement 4:</b> The campus is not aware of student/parent/community perceptions. The stakeholders of the campus have not been given an avenue to voice their input. <b>Root Cause 4:</b> Lack of time, lack of District technology support due to changing of personnel. Surveys have not been provided to parents, staff, students, and the community so that their input can be analyzed.	

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Implement the Writing Academy curriculum across grade levels and subjects.
1	2	2	Develop a comprehensive campus writing policy, including collecting writing samples of select students from grades K-5 to monitor student performance.
1	2	3	Provide "Writing Camp" for all 4th grade students.
1	2	4	Provide ongoing staff training for the Writing Academy.
1	3	11	Assign small group instruction and tutoring for economically disadvantaged students and ESL students in reading and math.

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Brent Fitzgerald	Elementary Principal
Classroom Teacher	Randi Jones	Prekindergarten Teacher
Classroom Teacher	Kimberly Thacker	Kindergarten Teacher
Classroom Teacher	Amy Cox	First Grade Teacher
Classroom Teacher	Liz Myrick	Second Grade Teacher
Classroom Teacher	Lindsay Richardson	Third Grade Teacher
Classroom Teacher	Melia Garner	Fourth Grade Teacher
Classroom Teacher	Selena Reyes	Fifth Grade Teacher
Classroom Teacher	Regina Allen	SPED Teacher
Classroom Teacher	Angela Anderson	Reading Lab Teacher
Classroom Teacher	Sharon Duncan	GT / Computer Technology Teacher
Administrator	Dona Gavlick	Counselor
Parent	Angie Steele	Parent

# Addendums

Wolfe City ISD 17/18

Wolfe City Elem 2017-18	GT	Special Ed	Comp Ed	ESL
	PIC 21	PIC 23	PIC 24,28	PIC 25
	Teachers	0.07	1.87	5.84
Teacher Aides		3.96	1.58	
Counselor		0.06	0.15	
TOTAL FTE	0.07	5.89	7.56	0.01
6100	\$5,397.00	\$215,677.00	\$299,967.00	\$3,760.00
6200				
6300	\$1,000.00	\$750.00	\$4,000.00	
6400	\$300.00	\$300.00	\$900.00	
Total	\$6,697.00	\$216,727.00	\$304,867.00	\$3,760.00

<b>Mathematics</b>	<b>May 2017 STAAR Grade 3</b>		
	<b>Approaches GL</b>	<b>Meets GL</b>	<b>Masters GL</b>
<b>Region</b>	77.57%	49.93%	28.12%
<b>State</b>	76%	48%	25%
<b>Wolfe City EL</b>	93%	62%	33%

<b>Reading</b>			
<b>Region</b>	73.17%	47.38%	31.76%
<b>State</b>	72%	45%	29%
<b>Wolfe City EL</b>	73%	27%	13%

<b>Mathematics (March)</b>	<b>2017 STAAR Grade 5</b>		
	<b>Approaches GL</b>	<b>Meets GL</b>	<b>Masters GL</b>
<b>Region</b>	81.60%	51.01%	27.22%
<b>State</b>	81%	48%	24%
<b>Wolfe City EL</b>	85%	46%	18%

<b>Mathematics (May)</b>			
<b>Region</b>	29.25%	2.40%	0.41%
<b>State</b>	NA	NA	NA
<b>Wolfe City EL</b>	0%	0%	0%

<b>Reading (March)</b>			
<b>State</b>	71%	45%	25%
<b>Wolfe City EL</b>	82%	56%	23%

<b>Reading (May)</b>			
<b>State</b>	NA	NA	NA
<b>Wolfe City EL</b>	40%	20%	0%
<b>Science</b>			
<b>Region</b>	73.63%	41.97%	18.62%
<b>State</b>	73%	41%	17%
<b>Wolfe City EL</b>	75%	38%	15%

<b>Mathematics</b>	<b>May 2017 STAAR Grade 4</b>		
	<b>Approaches GL</b>	<b>Meets GL</b>	<b>Masters GL</b>
<b>Region</b>	74.69%	47.58%	28.82%
<b>State</b>	75%	46%	27%
<b>Wolfe City EL</b>	72%	26%	8%

<b>Reading</b>			
<b>Region</b>	70.79%	46.28%	26.98%
<b>State</b>	70%	43%	24%
<b>Wolfe City EL</b>	70%	25%	9%

<b>Writing</b>			
<b>Region</b>	65.03%	35.83%	12.53%
<b>State</b>	63%	32%	10%
<b>Wolfe City EL</b>	49%	15%	0%