Wolfe City Independent School District

Wolfe City Elementary

2022-2023 Campus Improvement Plan

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!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics summary is as follows:

Current Enrollment: 357

LEP - 54

Immigarant: 0

ECODYS: 223

Military Connected: 1

Foster Care: 1

Dyslexia: 31

GT - 16

Enrollment by Ethnicity

American Indian - 1

Asian - 0

Black - 11

Hispanic - 92

White - 243

Pacific Islander - 0

Two or More Races - 11

Migrants - 0

Eligible for Free Reduced Lunch -

Hispanic - 93%

Two or More Races - 55%

Black - 100%

White - 49%

Demographics Strengths

The strengths for the campus are:

Wolfe City Elementary School has grown steadily since the previous school year with an overall increase of roughly 10%. Although class sizes have increased from the previous school year, classes are still not at maximum capacity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus demographics are growing rapidly in two suppopulation groups (hispanic and two or more races), thus needing more support for our students with diverse heritage. **Root Cause:** Students coded as two or more races have grown by over 100% to a total of 11 students currently, with last school years total being at 5. Students coded as hispanic or latino have grown by approximately 20 students in the past school year (which is an overall increase of 4% in the student body), however this equates to 21% increase in the subpopulation growth.

Student Learning

Student Learning Summary

Wolfe City Elementary School is as follows:

Domain 1 Student Achievement - 76

Domain 2a Academic Growth - 60

Domain 2b Relative Performance - 76

Domain 3 Closing the Gaps - 66

Student Learning Strengths

Wolfe City Elementary School has an overall passing rate over 80%, which is above the state results.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Wolfe City Elementary School does not strong averages in the Master's Category of the STAAR assessment. **Root Cause:** Students are not maintaining steady growth, thus leading to lower Meet's and Master's scores.

Perceptions

Perceptions Summary

Students and staff at Wolfe City Elementary School have reported an increase in overall morale since the beginning of the school year. We have implemented the following teams to guide the campus in making informed decisions based on "what is best for Wolfe City's uniqueness":

Reading Team, Discipline Team, Leadership Team, Programs Team, Safety Team, as well as an arrival team and dismissal team (PACK Dads). Each member of the team is asked to participate fully during meeting times to provide the full benefit of their knowledge.

Perceptions Strengths

Staff engagement

Student discipline is low

Student attendance is increasing

Policies and procedures have been created by the staff with follow up to refine if needed.

Community Pack Dads play a large role in arrival and dismissal

Campus safety is a high priority and staff is supportive.

Weekly newsletter provides staff with needed communication for everyone to "be in the know".

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Several teachers on staff are on multiple committees, thus limiting their time and energy to fully serve in once capacity. **Root Cause:** Small town district where individuals take on multiple roles to make the campus run smoothly.

Problem Statement 2: High turnover rate compared to previous school years. **Root Cause:** Right now it is a Teacher's Market because of the nationwide shortage. It is hard for Wolfe City ISD to compete with larger districts.

Problem Statement 3: High retirement rate as teachers look to leave education earlier than planned. **Root Cause:** Teachers who have been in the district several years are retiring because new requirements due to safety and mental health.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: The campus cumulative approaches, meets, and masters grade level score on the STAAR test will be 78% for approaches, 58% for meets and 28% masters.
Baseline: 2021 - 51%; Targets 2022 - 49%, 2023 - 58%, 2024 - 59%, 2025 - 60%, 2026-60%

Performance Objective 1: 100% of campus teachers will have T-TESS goals put in STRIVE for student growth based on a variety of data points.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will have completed goals submitted into strive and reflected on STAAR growth charts for nine weeks data talks.	**Formative**			**Summative**
	Jan	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: T-TESS goals in Strive. 2021 T-TESS STAAR meets goals achieved. 5th Grade Reading - 85% Approaches, 60% Meets, 45% Masters Math - 91% Approaches, 60% Meets, 30% Masters Science 70% Approaches, 45% Meets, 20% Masters 4th Grade Reading 80% Approaches, 60 Meets, 32% Masters Math 70% Approaches, 45% Meets, 20% Masters 3rd Grade Reading 89% Approaches, 55% Meets, 33% Masters Math 85% Approaches, 50% Meets, 25% Masters **Staff Responsible for Monitoring:** Classroom Teachers, Campus Principal, Curriculum Coordinator	50%	100%	75%	
Strategy 2 Details	**Reviews**			
Strategy 2: Targeted intervention for all grade level on iReady based on student individual student learning pathway. Students will spend a minimum of 30 minutes per content area each week on iReady lessons.	**Formative**			**Summative**
	Jan	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Expected growth projected on iReady BOY assessment listed. Students will new projections at MOY and EOY. **Staff Responsible for Monitoring:** Principal, Classroom Teacher, RTI team, Interventionist (when applicable), SPED (when applicable), and Dyslexia (when applicable)	100%	75%	100%	

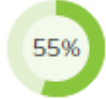| Strategy 3 Details	Reviews			

Strategy 3: Students in intervention groups for HB4545 (30 hours per content area not passed on STAAR) will use iReady teacher led lessons for Reading and Zearn for Math (per State of Texas) funded by TCLAS-6 Grant.
 	
    Strategy's Expected Result/Impact: Students will continue learning recovery to meet HB4545 requirements of if they are behind a grade level or more.
 	
    Staff Responsible for Monitoring: Principal, Classroom Teacher, RTI team, Interventionist (when applicable), SPED (when applicable), and Dyslexia (when applicable)
	Formative			Summative

	Jan	Mar	May	June
	60%	80%	90%	

Strategy 4 Details	Reviews			

Strategy 4: Students in The Howl program attending daily afterschool for 3 hours each day receiving targeted intervention in Reading and Math funded by the TCLAS- 11 grant.
 	
    Strategy's Expected Result/Impact: Students are using m-Class Amplify for Reading and iReady for Math. Progress monitoring will be complete on the program on a weekly, monthly, quarter basis.
 	
    Staff Responsible for Monitoring: TCLAS 11 Project Director, Program Manager, Lead Teachers and Program Staff along with, Principal, Classroom Teachers, RTI team, Interventionist (when applicable), SPED (when applicable), and Dyslexia (when applicable)
	Formative			Summative

	Jan	Mar	May	June
	60%	60%	85%	

Strategy 5 Details	Reviews			

Strategy 5: EB students will be monitored each month in Speaking, Listening, Reading, and Writing to show growth among the subpopulation overall. ESL will now push-into the classroom to offer supports to the teachers and students. Some supports that will be used will be vocabulary cars, sentence stems, progress monitoring, small group instruction in the general education classroom, etc.
 	
    Strategy's Expected Result/Impact: The expected growth is a minimum of one school years growth for TELPAS and STAAR. iReady will be used as a benchmark to project progress in both content areas of Reading and Math.
 	
    Staff Responsible for Monitoring: Principal, Classroom Teacher, RTI team, Interventionist (when applicable), SPED (when applicable), and Dyslexia (when applicable).
	Formative			Summative

	Jan	Mar	May	June
	50%	65%	80%	

Strategy 6 Details	Reviews			

Strategy 6: Tutoring groups based on student need outside of school hours. Tutor will be targeted small-group instruction aimed at students that are one or more grade levels behind. Students will attend one or more days a week.
 	
    Strategy's Expected Result/Impact: Students will be monitored monthly on iReady and M-Class Amplify to show results. If a student is not showing growth, the student will be brought to RTI in an effort to appropriately address the students need.
 	
    Staff Responsible for Monitoring: Principal, Classroom Teacher, RTI team, Interventionist (when applicable), SPED (when applicable), and Dyslexia (when applicable)
	Formative			Summative

	Jan	Mar	May	June
	60%	60%	85%	
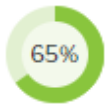
Strategy 7 Details		Reviews			
Strategy 7: Ensuring the assessment is aligned and depth and complexitiy of the assessment to the master's level.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Principal will have all assessments turned in prior to the unit beginning to check for standards tested and for critical thinking components. Feedback will be provided to the author of the assessment. **Staff Responsible for Monitoring:** Principal, Curriculum Director		**Jan**	**Mar**	**May**	**June**
		50%	65%	80%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: The campus cumulative approaches, meets, and masters grade level score on the STAAR test will be 78% for approaches, 58% for meets and 28% masters.
Baseline: 2021 - 51%; Targets 2022 - 49%, 2023 - 58%, 2024 - 59%, 2025 - 60%, 2026-60%

Performance Objective 2: Wolfe City Elementary School will use a research based rigorous curriculum with fidelity as the framework to guide the lesson planning process to deliver instruction covering the Texas learning standards at the meets level.

Strategy 1 Details	Reviews			

Strategy 1: - Create focused lesson plans to target state standards with all required components with weekly checks by the administration to reflect the use of the adopted curriculum.
 - Use the YAG and unit assessment at the beginning of each unit to guide and pace instruction.
 - Nine Weeks checks are implemented by campus administration to discuss progress with unit assessments and to ensure that the YAG are being followed.
 - Adopted curriculum followed and used for the 2021-2022 school year by subject:
    ELAR - TRS, Wonders
    Math - TRS, Envision Math
    Science - TRS, Science Fusion, STEM Scopes
    Social Studies - TRS, Studies Weekly, Improv Now
    Strategy's Expected Result/Impact: Lesson plans aligned with YAG and reflect the adopted curriculum. Unit assessments aligned with YAG and imported onto growth charts. Clarification documents created by the 2023 school year.
    Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Curriculum Coordinator
	Formative			**Summative**

	Jan	**Mar**	**May**	**June**
	65%	75%	85%	

Strategy 2 Details	Reviews			

Strategy 2: - Unpack the standards to ensure understanding of the depth and complexity of the standards. (Comp days during the summer to create Clarifying Documents)
 - Use Lead4ward Frequency charts to target the highest tested readiness SE's.
    Strategy's Expected Result/Impact: Completed clarifying documents by the start of the 2022 school year for highest tested standards.
    Staff Responsible for Monitoring: Classroom teachers, Principal, Curriculum Coordinator
	Formative			**Summative**

	Jan	**Mar**	**May**	**June**
	55%	75%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Ensure that vertical alignment of vocabulary/terminology between middle school grade levels is implemented.	**Formative**			**Summative**
Aligned Subject Resouces: Math - Catnip ELAR - TRS, Study Sync Science - Stem Scopes History - Academic Vocabulary/VA Meetings **Strategy's Expected Result/Impact:** Increased academic vocabulary knowledge. **Staff Responsible for Monitoring:** Classroom teachers, Principal	**Jan**	**Mar**	**May**	**June**
	50%	50%	80%	

Strategy 4 Details	Reviews			
Strategy 4: Ensure that assessments include various item types that reflect state-created assessments. (multiple-choice, constructed response)	**Formative**			**Summative**
- Administer Performance Assessment as clear evidence of student understanding of the standards. Math - Real World (TRS - PA) ELAR - Novel Study Science - Simply Outrageous Science (Labs) Social Studies - Letters to Cousin Eddy, PEGS Chart **Strategy's Expected Result/Impact:** Intervention resources being utilized and reflected on lesson plans for intervention periods. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Principal, Curriculum Coordinator	**Jan**	**Mar**	**May**	**June**
	50%	65%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: The campus cumulative approaches, meets, and masters grade level score on the STAAR test will be 78% for approaches, 58% for meets and 28% masters.
Baseline: 2021 - 51%; Targets 2022 - 49%, 2023 - 58%, 2024 - 59%, 2025 - 60%, 2026-60%

Performance Objective 3: Wolfe City Elementary School will maintain a safe, bully free, drug-free, cyber-safe, positive character environment, that maximizes student learning.

Strategy 1 Details	Reviews			

Strategy 1: Provide Guidance lessons for bullying prevention, suicide prevention, drug prevention, character education, and conflict resolution. (Red Ribbon Week/Monthly Awareness from Women in Need, Character videos in Pack Time)
- Building Student Responsibility: Help students achieve higher expectations regarding classwork, time management, and organization
    Strategy's Expected Result/Impact: Positive school culture.
    Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Counselor
	Formative			**Summative**

	Jan	**Mar**	**May**	**June**
	50%	70%	85%	
Strategy 2 Details	Reviews			

Strategy 2: Promote good moral character of students using P.R.O.U.D. Motto and PROUD Pack Incentive.
- Whole Child Approach- healthy, safe, engaged, supported, and challenged
    Strategy's Expected Result/Impact: Decreased discipline referrals, increase in attendance rates
    Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Counselor
	Formative			**Summative**

	Jan	**Mar**	**May**	**June**
	50%	70%	85%	

Strategy 3 Details	Reviews			

Strategy 3: All extra-curricular activities and co-curricular programs are of the highest quality and meet the interests of all students and include parent participation to the maximum extent.
 - Increase Student Participation:
   Independent school activities: Book Fair, Science Fair, ESL Night, Robotics, OAP Performance, Band Performances, Volunteers
 - Community Participation:
   School participation in city-wide events.
   Car show
   Trunk or treat
   Kiwanis Pancake breakfast
   Halloween Carnival/Fall Festival
  Town Homecoming
  Christmas Parade
   Involvement in YSA community events
   Fundraisers for future Wolves
  Concession volunteers for BETA, STU CO
 	
  Strategy's Expected Result/Impact: Increased student and parent participation.
 	
  Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Curriculum Coordinator, Counselor
	Formative			**Summative**

	Jan	**Mar**	**May**	**June**
	50%	75%	90%	

Strategy 4 Details	Reviews			

Strategy 4: Increase Parent Communication and Involvement Opportunities:
- Provide after school programs that include parent training (Ex: Gmail setup, parent portal training, English Classes)
- Weekly parent communication log (email or phone call) - 3 required per teacher per week for both positive and negative communication. Social Media postings through Facebook, Twitter, Thrillshare
 	
  Strategy's Expected Result/Impact: Increased communication with stakeholders
 	
  Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Counselor
	Formative			**Summative**

	Jan	**Mar**	**May**	**June**
	50%	60%	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The campus cumulative approaches, meets, and masters grade level score on the STAAR test will be 78% for approaches, 58% for meets and 28% masters.
Baseline: 2021 - 51%; Targets 2022 - 49%, 2023 - 58%, 2024 - 59%, 2025 - 60%, 2026-60%

Performance Objective 4: Targeted and specific professional development will align to individual T-TESS and staff goals.

Strategy 1 Details	Reviews			
Strategy 1: All certified teachers will submit professional goals into Strive along with PD certificates that support goals.	**Formative**			**Summative**
- Lesson plans and instruction will reflect growth in the professional development area.	**Jan**	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Professional growth goal **Staff Responsible for Monitoring:** Classroom Teachers, Campus Principal, Curriculum Coordinator	50%	75%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Campus-wide focus based on district initiatives.	**Formative**			**Summative**
1. Campus-wide focus on Kagan structures.	**Jan**	**Mar**	**May**	**June**
2. Professional Development 3. Lesson Plan Reflection 4. Walk-through observations **Strategy's Expected Result/Impact:** Kagan structures on lesson plans, and seen within walk-through. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Principal, Curriculum Coordinator	25%	60%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Staff will be properly trained in skills needed to utilize all technologies and resources available to them fully.	**Formative**			**Summative**
- PD/Work Days will include tech support and or training.	**Jan**	**Mar**	**May**	**June**
- Support form created for help that may be needed. **Strategy's Expected Result/Impact:** Professional Development Schedules Google Help Form **Staff Responsible for Monitoring:** Classroom Teachers, Campus Principal, Curriculum Coordinator	50%	65%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The campus cumulative approaches, meets, and masters grade level score on the STAAR test will be 78% for approaches, 58% for meets and 28% masters.
Baseline: 2021 - 51%; Targets 2022 - 49%, 2023 - 58%, 2024 - 59%, 2025 - 60%, 2026-60%

Performance Objective 5: Intervention resources will be utilized for targeted student support based on unit assessment data.

Strategy 1 Details	Reviews			
Strategy 1: Intervention Resources 2021-2022	**Formative**			**Summative**
Math - IXL, Region 4 Folders, Kraus Math ELAR - IXL, Mentoring Minds, Sirus	**Jan**	**Mar**	**May**	**June**

Science - Science Pilot, Legends of Learning, StemScopes, Sci Duo
Social Studies - IXL, Region 4 workbook, look
    Strategy's Expected Result/Impact: Increase in STAAR student achievement.
    Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Curriculum Coordinator
	50%	75%	90%	

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The campus cumulative approaches, meets, and masters grade level score on the STAAR test will be 78% for approaches, 58% for meets and 28% masters.
Baseline: 2021 - 51%; Targets 2022 - 49%, 2023 - 58%, 2024 - 59%, 2025 - 60%, 2026-60%

Performance Objective 6: Progress monitoring throughout the year by analyzing standards-based data from Unit Assessments to provide student-specific interventions.

Strategy 1 Details	Reviews			
Strategy 1: Use progress data to create remediation plans and make needed lesson adjustments.	**Formative**			**Summative**
- After a unit assessment, complete a standards-based item analysis on test results. - Generate an intervention plan based on data from test results.	**Jan**	**Mar**	**May**	**June**

- Track individual student growth for each unit assessment with incentives for those that meet growth needed, and have class growth charts for visual display.
- Review assessment data every nine weeks for alignment with YAG, and intervention needs to be based on the lowest SE's.
    Strategy's Expected Result/Impact: Intervention Plans Completed and reflected on growth trackers, Increase in student progress measures for STAAR.
    Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Curriculum Coordinator
	50%	75%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Master schedule created to utilize regular school hours for various means of instruction, intervention,	**Formative**			**Summative**
remediation, and enrichment.: Pack Time	**Jan**	**Mar**	**May**	**June**

Double Block Math and Reading
Lab Classes 8th period.
Friday Pack Time Staff Meetings for RTI, Data Talks by both grade level and subject area.
    Strategy's Expected Result/Impact: Increase in student achievement and progress for STAAR. Increase in alignment and community for staff.
    Staff Responsible for Monitoring: Classroom Teachers, Campus Principal
	50%	75%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: The year to year Turnover Rate for the Elementary staff will decrease on the average from 7% to 5% by 2026.
ES Campus Baseline: 2022 Avg - 7%; Targets 2023 - 6.0%, 2024- 6.0%, 2025 - 5.0%,

Performance Objective 1: Recruit new staff to Wolfe City Elementary School.

    Evaluation Data Sources: New hires to the campus for the 2023-2024 school year.

Strategy 1 Details			Reviews		
Strategy 1: - Student Teachers from local universities, College recruitment fairs.			Formative		Summative
- Social Media and Website are updated every week to reflect positive culture and community.		Jan	Mar	May	June
Strategy's Expected Result/Impact: Increased applications of TJN. **Staff Responsible for Monitoring:** Campus Principal		50%	70%	90%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 2: The year to year Turnover Rate for the Elementary staff will decrease on the average from 7% to 5% by 2026.
ES Campus Baseline: 2022 Avg - 7%; Targets 2023 - 6.0%, 2024- 6.0%, 2025 - 5.0%,

Performance Objective 2: Wolfe City Elementary School will develop staff to uphold high professional standards and the district's Profile of a Educator.

    Evaluation Data Sources: Teacher survey
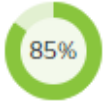
Strategy 1 Details	Reviews			
Strategy 1: Professional Development with Teacher input targeting their T-TESS goals.	**Formative**			**Summative**
Develop a mentoring program at the elementary school.	**Jan**	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Professional development aligned with goals with reflection on lesson plans. Mentorship program in place **Staff Responsible for Monitoring:** Classroom Teachers, Campus Principal, Curriculum coordinator	50%	75%	90%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: The year to year Turnover Rate for the Elementary staff will decrease on the average from 7% to 5% by 2026.
ES Campus Baseline: 2022 Avg - 7%; Targets 2023 - 6.0%, 2024- 6.0%, 2025 - 5.0%,

Performance Objective 3: Wolfe City Elementary School will recognize staff achievements and celebrations.

   Evaluation Data Sources: Retention Rate for 2012-2022

Strategy 1 Details	Reviews			
Strategy 1: Teacher of the Month - promoted	**Formative**			**Summative**
- Spotlight on website, - Posted on the marquee and social media	**Jan**	**Mar**	**May**	**June**
- Provided with Food Truck certificate for lunch - Promote Teacher of the Year stipend and nomination for Region 10 Teacher of the year. **Strategy's Expected Result/Impact:** Increase teacher morale with decreased turnover. **Staff Responsible for Monitoring:** Campus Principal, Campus Secretary	50%	70%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Staff Morale Celebrations:	**Formative**			**Summative**
- Monthly birthday celebrations - Lunch Fellowship	**Jan**	**Mar**	**May**	**June**
- Team Challenge with incentives - Positive office culture **Strategy's Expected Result/Impact:** Increased staff morale. **Staff Responsible for Monitoring:** Campus Principal, Campus Secretary	50%	70%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Monthly team building/meetings with the leadership team to ensure departments work together to support student success and enhance the teaching and learning experience. (grade level and subject area) Begin with servant leadership outline of giving back to others.	**Formative**			**Summative**
	Jan	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Team mentality across campus. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Principal, Counselor	50%	70%	90%	

Strategy 4 Details	Reviews			

Strategy 4: Teacher Input for day-to-day activities.
- More time to work in classrooms during in-service.
- Input on master student schedules for the 2023-2024 school year.
- Consistent practices are implemented across the district.
    Administration collaboration for district-aligned discipline standards and consequences.
    District-aligned practices for student attendance.
- Student Code of Conduct and Handbooks completed in June of 2023 for the 2023-2024 school year.
    Strategy's Expected Result/Impact: Staff buy-in increase with input.
    Staff Responsible for Monitoring: Campus Principal
	Formative			Summative

	Jan	Mar	May	June
	50%	70%	85%	
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 3: In an effort to support Wolfe City ISD district goal that they will receive a three star rating from the Texas Comptroller's Transparency Star Program by 2026 the Elementary campus will provide clear and meaningful financial information by posting financial documents, along with summaries, visualizations, downloadable data and other relevant information to the district's business office.
District Baseline: 2021 - 0; Targets 2022 - 1, 2023 - 2, 2024 - 2, 2025 - 3

Performance Objective 1: Wolfe City Elementary School will have a 0% clerical error in all financial requests submitted to the central office.

    Evaluation Data Sources: Returned Purchase Orders.

Strategy 1 Details		Reviews			
Strategy 1: In-service training to teach submission protocols for submitting Purchase Orders, fundraisers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Properly submitted purchase orders and fundraisers. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Principal, Counselor		**Jan**	**Mar**	**May**	**June**
		50%	75%	90%	
Strategy 2 Details		**Reviews**			
Strategy 2: The campus will create a streamline process for handling the budget that is alignment with the district's goal of 0% errors.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The result will enable a tracking system for receipt of monies to ensure there are zero errors in the campus accounting system. **Staff Responsible for Monitoring:** Principal, Campus Secretary		**Jan**	**Mar**	**May**	**June**
		50%	70%	90%	
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 4: Promote good moral character of students.

Performance Objective 1: Wolfe City Elementary School will target bullying specific behaviors (i.e. imbalance in power, pervasive, persistent) and resolution skills to promote positive student relationships.

    Evaluation Data Sources: Discipline records; guidance counseling lessons

Strategy 1 Details		Reviews			
Strategy 1: Refine and communicate procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator		**Formative**			**Summative**
		Jan	Mar	May	June
Strategy's Expected Result/Impact: Anonymous Alerts, Communication tracking		50%	70%	85%	
Strategy 2 Details		Reviews			
Strategy 2: All parents and students should be encouraged to reach out to trusted adults like parents, teachers, school counselors, youth advisors, or health care providers. They can also seek confidential counsel and advice from professionally trained adults and peers.		**Formative**			**Summative**
		Jan	Mar	May	June
Strategy's Expected Result/Impact: The National Domestic Violence Hotline 1.800.799.SAFE (7233) or 1-800-787-3224 (TTY) The National Centers for Victims of Crime (NCVC) 1-800-FYI-CALL The National Dating Abuse Helpline 1-866-331-9474 Break the Cycle: https://breakthecycle.org/ Love is Respect: https://www.loveisrespect.org/ **Staff Responsible for Monitoring:** Classroom Teachers, Campus Principal, Counselor		50%	80%	90%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Promote good moral character of students.

Performance Objective 2: Wolfe City Elementary School will establish a character development program that outlines how to advocate for oneself.

    Evaluation Data Sources: Discipline records, student alert system, student reports to teachers and office
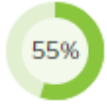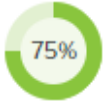
Strategy 1 Details	Reviews			

Strategy 1: Conduct a mini-lesson with students weekly at Den meeting the characteristics of advocating for your self as well as promoting good character.
    Strategy's Expected Result/Impact: The result will be students taking ownership for their actions and making the right choice when challenged with a dilemma.
    Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Counselor
	Formative			**Summative**

	Jan	Mar	May	June
	50%	70%	85%	
Strategy 2 Details	**Reviews**			

Strategy 2: Encourage students and parents to notify the district when harassment occurs, Provide knowledgeable staff responses to reports of harassment, and Require employees to report harassment and to intervene to stop it
    Strategy's Expected Result/Impact: https://www2.ed.gov/offices/OCR/archives/Harassment/incidents1.html
    Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Counselor
	Formative			**Summative**

	Jan	Mar	May	June
	50%	70%	85%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Promote good moral character of students.

Performance Objective 3: Social Emotional regulation
Wolfe City Elementary School will students are taught emotional regulation strategies and encouraged to use the strategies when needed.

    Evaluation Data Sources: Den Meeting Skills Taught; Counseling data (no identifyable information)

Strategy 1 Details	Reviews			
Strategy 1: Campuses will provide sociemotional strategies in mini-lesson weekly at the Den meeting. Student will be provided examples and non-examples and learn the reason why we make better choices.	**Formative**			**Summative**
	Jan	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Students will be able to identify the "why" behind having coping strategies when emotions are big. Restorative practices will be taught to resolve problems or dilemmas. **Staff Responsible for Monitoring:** Campus Principal, Counselor	50%	70%	85%	
Strategy 2 Details	**Reviews**			
Strategy 2: Teachers will receive training in restorative practices to be able to implement them in the classroom setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be able to respect each other's boundaries and understand that friendship is a reciprocal skill.	**Jan**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Counselor	20%	55%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Addendums

Wolfe City Elem										
2022-23	**GT**	**CTE**	**Special Ed**	**Comp Ed**	**ESL**	**Early Child**	**Dyslexia**	**CCMR**	**Title I**	**Title II**
	PIC 21	**PIC 22**	**PIC 23**	**PIC 24,28,30**	**PIC 25**	**PIC 36**	**PIC 37/43**	**PIC 38**		
Teachers	0.03	0.00	0.14	5.31	0.32	0.90	0.90	0.00	5.90	0.00
Teacher Aides	0.00	0.00	5.75	0.98	0.00			0.00		
Counselor	0.00	0.00	0.09	0.30	0.00					
TOTAL FTE	**0.03**	**0.00**	**5.98**	**6.60**	**0.32**	**0.90**	**0.90**	**0.00**	**5.90**	**0.00**
6100	$1,789.00	$0.00	$203,981.00	$233,284.00	$20,833.00	$0.00	$69,123.00	$0.00	$111,049.00	$15,377.00
6200	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00	$1,333.00
6300	$900.00	$0.00	$400.00	$8,700.00	$1,000.00	$0.00	$2,000.00	$0.00	$0.00	$0.00
6400	$300.00	$0.00	$0.00	$200.00	$300.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total	**$2,989.00**	**$0.00**	**$204,381.00**	**$242,184.00**	**$22,133.00**	**$0.00**	**$71,123.00**	**$0.00**	**$111,049.00**	**$16,710.00**