

McKinney Independent School District
Wolford Elementary
2018-2019 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Historical and Demographical Background of Wolford Elementary School

Wolford Elementary opened in the year 2000 and is now in its 18th year of operation. Our community is made up of active learners with teachers who design engaging lessons. Wolford Elementary is located in the McKinney Independent School District (MISD) in McKinney, Texas. Named after Earl and Lottie Wolford, longtime McKinney educators, our school is located within the Stonebridge Ranch community. Currently, our campus serves approximately 425 students in grades K-5.

Wolford has the following ethnic makeup in the 2018-2019 school year:

White 78%, Hispanic/Latino 14%, Black/African American 12%, Asian 7%, Indian/Alaskan .2%, and students of two or more ethnicities 10%. Students of Limited English Proficiency make up 3% of the total population, and 13% of students are Economically Disadvantaged. Seven percent of Wolford students are considered to be At-Risk. Roughly 14% of Wolford students receive special education support, including students served in a centralized Structured Teach Program housed at Wolford. Approximately 13% of our school population is coded as Gifted and Talented. Wolford has approximately 10% of students coded 504.

Student Achievement

Student Achievement Summary

The expectation at Wolford Elementary is that 100% of our students demonstrate at least one year or more of growth per year in all core subjects. Teachers in a professional learning community collaborate to develop interventions for students who are not demonstrating expected progress during regularly scheduled RtI meetings. Progress monitoring continues on a consistent basis and if interventions are not effective the PLC is reconvened to develop further interventions and move students on tiers as necessary. All students participate in iStation each month as a means of progress monitoring. Tier 3 students receive a minimum of three 30 minute sessions of additional support per week. Students not making progress after going through the Tier process of interventions may have a recommendation for academic or behavioral evaluation, if appropriate.

Our various clubs support initiatives that allow our students opportunities for student leadership, community service, and awareness of ways to protect our bodies, minds, and general health. Community service is embedded in our different club activities to teach students the value of service to others in our world. Many of our clubs will be incorporated into our Friday afternoon Genius Hour. This will allow more students the opportunity to participate and delve deeper into their "passion" to make changes in our world.

Student behavior appropriate for learning has a direct correlation to student success. Our teachers and staff work proactively to establish a climate of trust and strong relationships with students and their parents. Expectations for student behavior are clearly delineated both in classrooms and throughout the school, and our teachers work together to teach our students appropriate skills for interacting with others and appropriate behavior in the school setting. MISD has established a kindness initiative (#MISDliveskind) which Wolford fully supports as a means of spreading kindness.

Student Achievement Strengths

As a school community, Wolford strives to ensure that 100% of our students are successful on all measurements. We have targeted the need for improvement in our 4th grade writing passing rates along with the 'Level 3 Advanced' on the STAAR state assessment. These are two areas where we want to continue to grow. Targets have been set high to ensure that we move all children towards their maximum level of ability. By teaching engaging lessons and making personal connections with our students, our children can reap the benefits of an outstanding and exemplary education.

School Culture and Climate

School Culture and Climate Summary

Wolford Elementary aims to cultivate and inspire children to relentlessly pursue knowledge and innovation and to continuously learn and adapt to become confident contributing members of our global community. Our staff members work hard daily to engage students in authentic learning experiences.

Wolford Elementary will participate in a safety audit from an outside agency (Region 10) during the 2018-2019 school year. Every three years, Wolford participates in a safety audit. Collected data will hopefully indicate that Wolford continues to maintain a safe environment for learning and safety. When we receive our safety audit report from Region 10, Wolford hopes to receive many commendations for doing something unique compared to most elementary schools. Any corrections that our maintenance department receives will also be addressed. Work orders will be created to address corrections by the MISD maintenance department.

School Culture and Climate Strengths

The Wolford Elementary community is dedicated to inspiring life long learners. Our Wolford creed states: " We foster hearts that care, hands that serve, and minds that dream and grow." Wolford will implement the LIVE KIND initiative developed by MISD to ensure that our culture and climate is a positive one, with an end result of less overall discipline referrals school wide. Restorative Practices will be a part of this kindness model as our counselor implements and teaches guidance lessons. Developing strong relationships with our students and encouraging the "heart" is equally as important as academics. Making these connections allows special bonds to develop between the child and teacher, and is one key factor to achieving excellence and success in our school community. As our educators bond with their students, these connections help foster mutual respect, and children understand that the adults in our school care deeply for every child.

In our learning community, our staff ensures a successful learning experience for all students by embracing individual student needs. Wolford educators also strive to provide an integrated, differentiated, and relevant curriculum, which focuses on real-life, inquiry based instruction utilizing higher-order thinking skills. Student work is displayed throughout our school, emphasizing and valuing the importance of "student thinking patterns." An integrated curriculum extends into physical education, art, and music classrooms and students have reflective journals in their classrooms to extend and record their thoughts and learning.

Within a safe and accepting learning environment, teachers plan for, teach, and assess each student by engaging them in meaningful and connected learning experiences. Each child will have the knowledge, problem-solving skills, and the resiliency necessary for a strong foundation of lifelong learning.

Within our school a highly motivating and challenging curriculum is offered, with a main focus upon mutual respect for every member of our school community. Our Wolford Agreements follow the TRIBES TLC philosophy; mutual respect, no put-downs, and attentive listening. Our students have also been exposed to their "rights" - the right to be safe and the right to learn and their "responsibilities"- the responsibility to be polite, to use their time wisely

and to demonstrate respect.

In a nurturing and family-oriented environment, students not only have an opportunity to grow academically, but also they learn to be caring and cooperative students of the future. The foundation of shared purpose among teachers, parents, and community members encourages collaborative decision-making and innovative instruction for the benefit of all children. Our school is an alliance of parents, staff, and students, which strives to assist others in need.

Community service helps shape students into better leaders for the future. Students can gain personal satisfaction from community engagement and enhance their leadership skills while they are helping others. Genuine participation in community service demonstrates respect, and respect fosters trust. Knowing that one is helping their community gives one a strong sense of commitment and dedication. This commitment on the part of our students also provides a valuable service in our communities, allowing students to learn about courage and determination from people facing life's challenges. Reaching out to others via our community service project, students collect and donate needed supplies supporting different agencies. Our school is also a partner school with Malvern Elementary School in MISD and the Lawson Learning Center School. Students at Wolford are encouraged to give back to their communities and to make a difference in our world.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Aligning with the MISD Board Goals regarding staff quality, recruitment, and retention of staff, our hiring practices at Wolford will focus on employing the best and highest quality teachers who can provide a classroom environment conducive to promoting academic and social success for all students. Coupled with these expectations, all staff members are expected to ensure a safe, nurturing classroom environment where students can develop into kind and compassionate people. The administrative team works hard to ensure that our staff receives the necessary support for their own professional learning in relation to our core business of supporting the design of engaging lessons. .

We will work diligently to also ensure that our attrition rate remains low. One goal is to ensure that new staff have adequate support for success. Administration, mentors, and mentees will meet throughout the school year to ensure that the needs of our new staff are addressed.

Staff Quality, Recruitment, and Retention Strengths

Wolford traditionally has a very low teacher attrition rate. Our community of teachers maintains close family-like bonds, lending to a working environment that is supportive and enjoyable. Typically, resignations are a result of changes in personal circumstances such as spouse transfers and not dissatisfaction with working conditions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers at Wolford Elementary will use formal (TEMI, MAP, iStation, DRA, STAAR, District and Unit Assessments, etc.) and common formative assessment data to drive instructional decision-making. Differentiated intervention and instruction will target individual learner needs.

Wolford strives to ensure that 100% of our students are successful on all measurements. Goals have been set high to ensure that we move all children towards their maximum level of ability. Professional development continues to focus in all core subject areas across all grade levels. Our STAAR data for 2017-2018 indicated that our targeted area for growth is in 4th grade writing. This will be a focus area for improvement in the 2018-2019 school year.

Our iStation data continues to show strong student progress. Close monitoring continues during the year as the administrative team evaluates and ensures that all students continue to make academic reading growth. The Rtl team will monitor students who demonstrate academic or behavioral challenges and suggest classroom interventions for teachers to implement. As a result of this close monitoring, we have a very small number of students ending on a Tier 3 level at the end of the school year.

Teachers and the administrative team will continue the work of John Hattie, with a strong focus on Learner Qualities, Learning Targets, and Success Criteria. The Design Qualities from Phil Schlechty and student engagement continues to be a strong component of lesson design work. Our WOW team will continue to embed a strong and positive school climate with a focus on kindness, respect, and responsibility. In the 2018-2019 school year, we will continue our work with Instructional Rounds to develop a strong core of instructional practice at Wolford.

Curriculum, Instruction, and Assessment Strengths

Teachers and the administrative team meet in PLCs on an on-going basis through-out the year to review student as well as teacher data as a vehicle to make instructional decisions that benefit all students. By utilizing the six data dialogue questions, teachers ensure that decisions are made for strong instruction by utilization of research-based strategies. Our commitment is to hold each other accountable for owning each child and to ensure that the needs of each child is addressed.

Teachers post Learning Targets and Success Criteria for core subject areas and are expected to embed these elements throughout their instruction, giving each student an understanding of their daily learning. Teachers realize the power of feedback and work to ensure they deliver feedback which strengthens the process of learning. Lesson closure with embedded time for reflection is an expectation in each lesson.

Parent and Community Engagement

Parent and Community Engagement Summary

Wolford Elementary is blessed to have an active PTA and parent community base that values our school, teachers, staff, and children. It is not unusual to see many parents on site, working to support our staff and students. Parents work in our work room, in our office, and in our classrooms to help support our staff on a regular basis.

Parent and Community Engagement Strengths

Our PTA and community adopted both Malvern and Lawson as our sister schools and helps to support their communities with many service based projects such as a holiday giving tree, the donation of funds, and the donation of coat drives and other items. Books are weeded out of our library circulation yearly and donated to schools within MISD. Our Genius Hour Club meets every Friday that school is in session to work on projects that they are passionate about. Every year we have groups of students who get involved in different types of community service projects. They support our community with service based projects, such as the Thanksgiving Basket drive, food for the Food Pantry, etc.. Other students get involved in community service that revolves around grounds beautification.

Our PTA is extremely active in supporting our school, logging many volunteer hours in our classrooms, library, workroom and office. We truly feel blessed to have the support of our PTA as they continue to be a partner with our school community.

The staff and parents at Wolford Elementary believe that the responsibility to ensure student success rests with each of us and feel that collaboration and teamwork are the keys to success. The beliefs about student achievement and learning are anchored in our outstanding curriculum, our district's academic objectives and assessment measures, and in our student recognition and intervention programs that are offered for each student at Wolford. Students at Wolford are important to all of us and together we work hard each and every day to provide the best for our children. We are fortunate to have teachers, staff, students, and parents who all work together in a partnership to create the best learning environment for all of our students. This partnership is what helps us be the BEST that we can BE!

Technology

Technology Summary

Wolford understands and embraces that our community of learners, parents and teachers live in a world that is full of technology. We recognize that technology is an integral part of how we conduct school business, how we communicate and collaborate. Technology enhances our instructional resources and is engaging for our learners. We want our learning community to continue to be exposed to some of the best learning innovations and trends with instructional technology. We no longer want to be general technology consumers, just for the sake of using technology; we now want to focus on how technology can increase our workflow efficiency communication and collaboration opportunities both for our learners and parents for the 2018-2019 school year.

Technology Strengths

Students and staff have access to a variety of technology through the campus and school day. Daily utilization includes: iPads, Smart Boards, Macs, and PCs, all with their corresponding applications.

Staff members have implemented Coding Club for students, which will be held during Genius Hour during the 2018-2019 school year. We have purchased many differing types of robotics for use during this fun and engaging learning time.

Teachers are utilizing Google applications as they communicate with one another and students.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL 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 diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

- Other additional data

Goals

Goal 1: EFFECTIVE TECHING IN EVERY CLASSROOM: We will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction.

Our students, including our African American, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners, will achieve or exceed the recommended standards on appropriate state and district assessments by the end of 2018-2019. As teachers challenge and engage their students with purposeful, higher-level learning experiences, structures and systems will be in place to promote the learning and teaching process.

Performance Objective 1: The school leader communicates a clear vision as to how instruction should be addressed in the school. [HRS 2.1]

Evaluation Data Source(s) 1: At the end of the 2018-2019 school year, we will review the different structures that were put into place to provide teachers and staff with opportunities to develop a culture of growth where the school and teachers become a learning organization via a PLC.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Special Education teachers will plan and deliver research-based instruction at the student's instructional level that is designed to facilitate student mastery of IEP objectives. | Special Education Team, Administrative Team | Teacher lesson plans will reflect research-based strategies, IEP goals will be mastered within specified timelines, special education minutes will be met, students will display mastery on required state and local assessments. | | | | |
| | | | | | | |

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Performance Objective 2: A. Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. [HRS Leading Indicator 1.4]

B. Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. [HRS Leading Indicator 2.5]

C. Teachers will have opportunities to observe and discuss effective teaching. [HRS Leading Indicator 2.6]

Evaluation Data Source(s) 2: Members of the school leadership team will regularly examine data as they monitor teams' progress within PLCs. Members of the school leadership team will participate in meetings, and collect and review minutes and notes from PLCs and team meetings to ensure that teacher teams are focusing on student learning and academic success by utilizing the MISD Model of Instruction.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) The leadership team will collaboratively interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. | Fran Gratt, Carol Turquette, Meredith Stiefel, Susan Hanna, Courtney Compton, Jennifer Paris, Sarah Venters, Heidi Gusa, Christal Matthews, Cindy Megelich, Kathryn Anderson, and Melinda Miller | The Administrative team will attend morning PLC meetings. A Google Doc also will be used by teams and administration to monitor collaboration and progress during PLC meetings. The A-Team plus team leads will meet regularly aside from team PLC meetings to review and ensure vertical curricular progress. The Administrative Team will ensure via walkthroughs and observations that the MISD Model of Instruction is utilized with fidelity. |  | | | |
| 2) Teachers will engage in professional collaboration through Professional Learning Communities in order to design lessons that address the standards, improve instructional delivery, and increase student learning outcomes. Example: Teachers will utilize Learning Targets, Success Criteria, and Learner Qualities as they plan and instruct. Strategies from Problem Based Learning will also be incorporated within lesson designs. ELM strategies will also be incorporated within lesson designs. | Fran Gratt, Carol Turquette, Meredith Stiefel, Susan Hanna, Courtney Compton, Jennifer Paris, Sarah Venters, Heidi Gusa, Christal Matthews, Cindy Megelich | During classroom walkthroughs and observations, students will demonstrate an understanding of the Learning Target and Success Criteria while utilizing Learner Qualities as the teacher address standards utilizing proven research-based methods. |  | | | |

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|---|---|--|--|--|--|--|
| 3) Through the RtI process, specific interventions will be developed to address individual student needs based upon the unique characteristics of each child. | Fran Gratt, Carol Turquette, Alison Doyle, Meredith Stiefel, Heather Pyburn, Kristie Mayfield, Sarah Venters, Heidi Gusa, Jennifer Entrekin, Cindy Megelich | Improved student performance on state and local assessments. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

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Our students, including our African American, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners, will achieve or exceed the recommended standards on appropriate state and district assessments by the end of 2018-2019. As teachers challenge and engage their students with purposeful, higher-level learning experiences, structures and systems will be in place to promote the learning and teaching process.

Performance Objective 3: Our K-5 ISIP scores will reflect a minimum of one year's growth in iStation.

Evaluation Data Source(s) 3: At the end of the 2018-2019 school year, we will check our student performance to ensure that each child has shown at least one year's growth as referenced by ISIP scores on iStation.

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Prior to the first day of school, administration will conduct vertical team data meetings to review grade level reading data and for sending grade level teachers to share information concerning student performance with the receiving grade level teachers. | Carol Turquette, Fran Gratt, Meredith Stiefel | Students will demonstrate a minimum of one year's growth in ISIP scores above as measured in iStation by the end of the school year. This includes all student groups. | | | | |
| 2) Starting in September 2018 the administrative team will hold individual data meetings with K-2 teachers to review their historical reading data. Teachers will set goals for instructional improvement and student improvement. iStation will be reviewed through RtI meetings on a monthly basis with Kinder - 5th grade teachers. | Carol Turquette, Fran Gratt, Instructional Coach, Classroom Teachers | All students will demonstrate one year's growth or above in reading as measured by iStation ISIP scores. | | | | |
| 3) PLCs will be held regularly to review and monitor student progress, and to develop instructional strategies for classroom teachers to utilize. Lesson plans and monitoring notebooks will reflect student performance and teachers' instructional decisions. | Carol Turquette, Fran Gratt, Meredith Stiefel, and Susan Hanna | K-5 students will demonstrate one year growth or more in reading as measured on summative assessments respective to grade level. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |



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Our students, including our African American, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners, will achieve or exceed the recommended standards on appropriate state and district assessments by the end of 2018-2019. As teachers challenge and engage their students with purposeful, higher-level learning experiences, structures and systems will be in place to promote the learning and teaching process.

Performance Objective 4: In 2018-2019, our students in grades Kindergarten -5 will achieve or exceed the expected growth performance, or be at or above the norm, at the EOY administration of MAP assessments.

Evaluation Data Source(s) 4: At the end of the 2018-2019 school year, we will check our student performance in grades Kindergarten -5 to ensure that each child has met growth expectations on MAP.

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) On-going review of MAP data will be monitored during the school year. BOY data will be analyzed and students not meeting grade level expectations as measured by RIT score will have intervention supports put into place by the responsible staff members. | All teachers, including Special Education teachers, the Instructional Coach, the RtI coordinator, and the administrative staff | Students will maintain their growth performance expectations of at least one year of academic growth or more in the 2018- 2019 school year. |  | | | |
| 2) BOY reports will be analyzed for every student taking MAP. Teachers will monitor student progress to determine who will be tested at MOY time. EOY growth reports will be analyzed to determine if appropriate individual student growth has occurred as measured on growth reports. If expected growth has not occurred, students will be slated for immediate intervention for the upcoming school term. | Classroom teaching staff, RIT Coordinator, Instructional Coach, Carol Turquette, Fran Gratt | Students will meet established growth targets on MAP. |  | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue





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Performance Objective 5: ELL students will show improvement on TELPAS, demonstrating advancement of at least one level per area tested, until scoring "Advanced High" in all tested areas - Reading, Writing, Speaking, and Composite.

Evaluation Data Source(s) 5: At the end of the 2018-2019 school year, we will check our student performance to ensure that each child demonstrates advancement of a minimum one level per area tested, until ultimately reaching "Advanced High".

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) ESL certified teachers at each grade level will complete SIOP training. | Fran Gratt, Carol Turquette | Evidence of SIOP professional development will be observable on Eduphoria for ESL certified teachers. |  | | | |
| 2) ELL students will be referred for classroom interventions, tutoring, and/or referral to RTI when monitoring (including but not limited to) through daily observation, student work samples, state and district assessments (including iStation and MAP), IPT, ITBS, and other applicable areas suggest need. | Classroom teachers, Carol Turquette, Fran Gratt, Alison Doyle, Meredith Stiefel | ELL students will make progress on all tested areas of TELPAS until scoring "Advanced High". |  | | | |
| 3) Instruction in ESL classes will reflect knowledge and strategies demonstrating best practices in the education of English Language Learners. Content and language objectives will be reviewed with students, clearly defined, and comprehensible. Evidence of accommodations made to meet the needs of ELL students will be observable in classrooms: e.g.adjusted pacing of lessons, paraphrasing, wait time, simplified language, use of visuals, use of sentence stems, color coding, proximity, use of oral response or visual vs writing, peer tutors, checking for understanding, informal assessments, picture or bilingual dictionary, extended work time, and more. | Fran Gratt, Carol Turquette, Meredith Stiefel | During walkthroughs and observations teachers of ESL students will be observed utilizing techniques and strategies designed to promote success for ELL students. |  | | | |
| 4) Teachers will utilize vocabulary strategies and a targeted language objective within daily lesson plans and instruction, based upon PD provided by The Bil/ESL department will train Wolford staff in August 2018 and February 2019. | Fran Gratt, Carol Turquette, Instructional Coach | Classroom walkthroughs, observations, and written lesson plans. |  | | | |



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

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Our students, including our African American, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners, will achieve or exceed the recommended standards on appropriate state and district assessments by the end of 2018-2019. As teachers challenge and engage their students with purposeful, higher-level learning experiences, structures and systems will be in place to promote the learning and teaching process.

Performance Objective 6: Hispanic, Africian American, All Students, ELL/LEP and Economically Disadvantaged subpopulations will meet or exceed 95% in their attendance at Wolford Elementary for the 2018-2019 school year.

Evaluation Data Source(s) 6: At the end of the 2018-2019 school year, we will check our student attendance records to ensure that our subpopulations of students meet or exceed 95% in their attendance.

Summative Evaluation 6:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Measuring attendance data during the 2018-2019 school year, the front office registrar and the administrative staff will monitor yearly attendance percentages for all populations at Wolford. | Jennifer Hagee, Carol Turquette, Nola Gold, and Fran Gratt | Average daily attendance will meet or exceed 95% for all populations at Wolford by the end of the school year. | | | | |
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Performance Objective 7: Our teachers will design engaging lessons which incorporate the strategies of Phil Schlechty, Eric Jensen, Robert Marzano, and other leaders of what works in education, to ensure that student work is engaging, has challenge, and meets the criteria for high level thinking so that our students will make a minimum of one year of academic growth in all subject areas. We will utilize the educational research of John Hattie as we make decisions in our planning and implementation of strategies to make sure that what we do as educators has maximum impact on student learning. Teacher teams will utilize the MISD Model of Instruction as they make instructional decisions.

Evaluation Data Source(s) 7: Via walk through observations, lesson plans, and data analysis, the administrative team will monitor the levels of student engagement and challenge in all grade level classrooms. Administration and campus leadership will monitor instructional planning/design, delivery, and decision making to ensure that methods and strategies have maximum effect sizes on student learning.

Summative Evaluation 7:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|---|---|---|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Our Administrative Team will present updates during Academy in August 2018. The updates will include our continued work to attain HRS Level 2 as we evaluate our leading and lagging indicators. Instructional Rounds, Restorative Practices and PLC team collaboration will also be addressed. | Fran Gratt, Carol Turquette, Alison Doyle, Meredith Stiefel | The administrative team will monitor and assess student engagement opportunities within lesson design and note student engagement in classroom observations. The Instructional Rounds team will conduct rounds in the fall and spring semesters to determine a Problem of Practice and train the staff for implementation. |  | | | |
| 2) Wolford has established a new Twitter hashtag for the 2018-2019 school year: #wolwol, with the goal of promoting and communicating student learning, teacher and student success, and school activities, to the school community as well as to the larger society. This hashtag and #MISDliveskind will be utilized to promote kindness in support of MISD's kindness initiative. | Wolford staff | Daily Tweets to the hashtags from members of the staff which will share and celebrate Wolford successes, and spread kindness. |  |  |  | |

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|--|--|--|---|--|--|--|
| <p>3) 3) Our "WOW" Team was established for the purpose of transforming the culture of Wolford Elementary. This continued cultural transformation will continue establish new traditions to blend with the old as we work to develop closer connections between students, staff, and our community.</p> | <p>Christal Matthews, Vickie Sais, Kirstie Mayfield, Jennifer Paris, Amy Brown, Tami Davis, Danielle Helm, Tina Rowland, Heidi Gusa, Jennifer Entrekin, Michele McGilvray, Alison Doyle, Beth Loeb, Melinda Miller, Veronica Howard, Ludi Srinivsan, Wendy Ramirez</p> | <p>Vertical team "PACKS" will continue to support each other as they work on monthly goals to encourage student leadership, kindness, and participation. Students and staff will support their packs by participating in pack chants, wearing of colors, and learning monthly pack challenges.</p> |  | | | |
| <p>4) All grade levels will participate in Genius Hour activities.</p> | <p>Carol Turquette, Fran Gratt, Alison Doyle and all grade level classroom teachers</p> | <p>Students will pick their passion and work on projects of choice.</p> |  | | | |
| <p>5) Teachers will utilize high effect strategies and demonstrate an understanding of effect sizes from the research of John Hattie. Classroom teachers will have learning targets and success criteria clearly defined for student use. This will help to lead our students to become evaluators of their own progress and demonstrate the ability to self-assess against standards.</p> | <p>All classroom teachers and the administrative staff</p> | <p>Students will be able to identify the Learner Qualities they are using as they work in the classroom as they become evaluators of their own progress.</p> <p>Teachers will post and refer to Learning targets and success criteria throughout the lesson cycle. Students will utilize the learning targets and success criteria as they dialog with one another and the teacher and as they produce work. Teachers will utilize lesson reflection and closure with every lesson.</p> <p>PLCs will function as highly collaborative groups focused upon student success in learning.</p> |  | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |








Goal 1: EFFECTIVE TECHING IN EVERY CLASSROOM: We will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction.

Our students, including our African American, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners, will achieve or exceed the recommended standards on appropriate state and district assessments by the end of 2018-2019. As teachers challenge and engage their students with purposeful, higher-level learning experiences, structures and systems will be in place to promote the learning and teaching process.

Performance Objective 8: Wolford Elementary will ensure that students with disabilities, and who are in need of specially designed instruction, are appropriately identified and served through campus and district special services in the least restrictive environment.

Evaluation Data Source(s) 8: At the end of the 2018-2019 school year, we will check over our RtI and classroom data to ensure that no child missed the identification process for special education services. Additionally, we will review our special education data to ensure that students are provided services in the least restrictive environment.

Summative Evaluation 8:








| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Wolford Elementary will review campus and student data to ensure that the percentage of our Hispanic and African American students identified to receive special education services are identified appropriately. | Administration, RtI Team, Special Education Team | As we review the percentage of Hispanic and African American students served in the special education program, we strive to ensure that the percentage of these students does not exceed their representation on our campus. The RtI committee will work closely with teaching staff to ensure that appropriate interventions are chosen, implemented, and monitored prior to referral for special education. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: SAFE AND COLLABORATIVE CULTURE: We will ensure a safe and collaborative learning environment where Wolford staff, students, parents, and visitors believe that our school is physically and emotionally safe while maximizing collaboration so that all school community members feel welcomed, valued, and involved

Performance Objective 1: Wolford will adopt the new safety protocols of the Standard Response Protocol (SRP). A critical ingredient in the safe school model is that classroom response to any incident at school is clear, efficient, and provides for safety for all stakeholders.

Evaluation Data Source(s) 1: At the end of the 2018-2019 school year, our entire school community will be trained and familiar with the Lockout, Lockdown, Evacuate, and Shelter model for safety.

Summative Evaluation 1:








| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Wolford will follow the MISD district Standard Response Protocol (SRP) to ensure that the school has optimal functioning for all safety protocols in place. | Fran Gratt, Carol Turquette, Susan Hanna, Alison Doyle, Meredith Stiefel and all teachers/paraprofessionals | All stakeholders, (staff, parents and students,) will have a clear understanding of our new Lockout, Lockdown, Evacuate and Shelter Model for safety. All stakeholders will be able to comply with the different safety conditions with proper responses. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: SAFE AND COLLABORATIVE CULTURE: We will ensure a safe and collaborative learning environment where Wolford staff, students, parents, and visitors believe that our school is physically and emotionally safe while maximizing collaboration so that all school community members feel welcomed, valued, and involved

Performance Objective 2: Kindness is the foundation to create and maintain a safe and orderly environment. Wolford will implement the LIVE KIND initiative to embrace all members of our community with kindness.

Evaluation Data Source(s) 2: During and at the end of the 2018-2019 school year we will evaluate the lagging indicators incorporated into all levels of school life to ensure that kindness is infused via various activities during the school year.

Summative Evaluation 2:








| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Wolford will implement the LIVE KIND MISD district initiative along with Restorative Practices in grades K-5 as a means of developing kindness within our community. We will focus upon developing positive relationships, trust, and respect throughout our campus so that all members of our community are embraced in a manner of kindness. | Alison Doyle, Carol Turquette, Fran Gratt K-5 staff, and all paraprofessional staff | The implementation of LIVE KIND and Restorative Practices are expected to build a more positive school climate, improve the campus culture, manage and decrease discipline problems, and strengthen positive connections with parents, staff, and students where each member of our community feels the positive connection to our school. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: SAFE AND COLLABORATIVE CULTURE: We will ensure a safe and collaborative learning environment where Wolford staff, students, parents, and visitors believe that our school is physically and emotionally safe while maximizing collaboration so that all school community members feel welcomed, valued, and involved

Performance Objective 3: Using the Standard Response Protocol (SRP) Model, we will continue to practice fire drills once per month and other drills throughout the school year to ensure a safe environment in the event of an emergency. We will continue to have two practice Lock Down drills along with two district Lock Down drills, and three Tornado In-Shelter drills during the school year.

Evaluation Data Source(s) 3: By the end of the school year, we will review our records to ensure that all safety drills were implemented as per district and state guidelines. This data will be noted on the fire marshall report that our school secretary maintains.

Summative Evaluation 3:











| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) All required safety drills will be performed during the 2018-2019 school year to ensure that our Wolford community is prepared in the event of an emergency on-site. | Fran Gratt, Carol Turquette, Alston Doyle, Susan Hanna and Kim Simmons | Ms. Simmons will record and document our monthly fire drill exercises, noting the time took to clear the building for the fire marshall report. Mrs. Gratt will schedule all drills during the 2018-2019 school year. All students and staff members will successfully practice all drill procedures to ensure a clear understanding of how to maintain a safe environment in the event of an emergency on-site. The practice procedures will demonstrate a quick response (within 2 to 3 minutes) to have students and staff members all move into the safe zone positions during all different drill activities. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: SAFE AND COLLABORATIVE CULTURE: We will ensure a safe and collaborative learning environment where Wolford staff, students, parents, and visitors believe that our school is physically and emotionally safe while maximizing collaboration so that all school community members feel welcomed, valued, and involved

Performance Objective 4: Our counselor will teach and deliver various guidance lessons which will promote a safe culture where students feel respected and valued. Using the Restorative Practice Model along with Great Expectations, our counselor will guide, train, promote and teach our students using various strategies which promote good citizenship and kindness. Our counselor will stress respect and kindness within her student guidance lessons. She will also have small support groups on a as need basis to address individual counseling concerns.

Evaluation Data Source(s) 4: At the end of the 2018-2019 school year we will evaluate our discipline data to see the impact of the counselor guidance lessons resulting in a 2% decline in discipline referrals. Feedback will be also taken from classroom teachers to determine whether students are more well-behaved and if kindness is noted within student interactions.

Summative Evaluation 4:








| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-----------------------------|---|---|---|---|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Our Counselor will teach guidance CASES lessons developed by the LIVE KIND team, along with the implementation of Restorative Practices, all with the end outcome result to have less discipline referrals for the year. Great Expectations will also be rolled out second semester to help support the MISD kindness initiative. | Alison Doyle | Less referrals to the office resulting in a 2% decrease overall. |  | | | |
| 2) Our counselor will send out a needs assessment and collaborate with classroom teachers to determine the need for specific targeted guidance lessons at the start of the school year. | All staff and the counselor | The counselor will use teacher input as she develops lessons tailored to the needs of students school wide. |  |  |  | |
| Funding Sources: 199 General Funds - 0.00 | | | | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: SAFE AND COLLABORATIVE CULTURE: We will ensure a safe and collaborative learning environment where Wolford staff, students, parents, and visitors believe that our school is physically and emotionally safe while maximizing collaboration so that all school community members feel welcomed, valued, and involved

Performance Objective 5: Wolford will address the reduction of discretionary placements to DAEP.

Evaluation Data Source(s) 5: At the end of the 2018-2019 school year, we will evaluate our discretionary placements to DAEP to ensure that we carefully consider placements and a reduction for any placements.

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) 1. The administrative team will carefully consider discretionary placement to DAEP only as a last resort. To ensure a reduction in placement, we will intervene with strategies such as but not limited to counselor interventions, administrative counseling, parent relationship/partnership building, Positive Support Plans, teacher supports, etc. | The administrative team, the counselor, and all teachers | No students will be sent to DAEP in the 2018-2019 school year. |  | | | |
| Funding Sources: 199 General Funds - 0.00 | | | | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Site-Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------|-------------------|-------------------------------|
| Administrator | Fran Gratt | Principal |
| Administrator | Carol Turquette | Assistant Principal |
| Classroom Teacher | Courtney Compton | kinder team leader |
| Classroom Teacher | Jennifer Paris | 1st grade team leader |
| Classroom Teacher | Sarah Venters | 2nd grade team leader |
| Classroom Teacher | Heidi Gusa | 3rd grade team leader |
| Classroom Teacher | Christal Matthews | 4th grade team leader |
| Classroom Teacher | Cindy Megelich | 5th grade team leader |
| Classroom Teacher | Melinda Miller | Specials team leader |
| Classroom Teacher | Kathryn Anderson | Special Education team leader |

District Funding Summary

| 199 General Funds | | | | | | |
|--------------------------|------------------|-----------------|-------------------------|---------------------|--------------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount | |
| 2 | 4 | 2 | None | | \$0.00 | |
| 2 | 5 | 1 | None required | | \$0.00 | |
| | | | | | Sub-Total | \$0.00 |
| | | | | | Grand Total | \$0.00 |