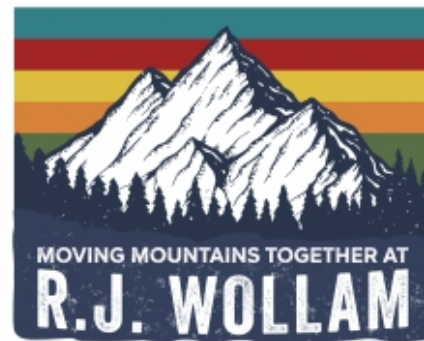


Santa Fe Independent School District
Wollam Elementary
2023-2024 Campus Improvement Plan



Mission Statement

RJ Wollam is committed to providing an impactful education to build future leaders by instilling our core values of kindness, courage, collaboration, accountability and respect.

Vision

RJW School Pledge:

We are kind, courageous and collaborative. We will be accountable and respectful. We are Wollam Warriors!

Core Beliefs

We are Kind!

We are compassionate and considerate of others.

We are courageous!

We are not afraid to make mistakes, stand up for what is right and take chances.

We are collaborative!

We actively work together by sharing and accepting ideas to problem solve and achieve our goals.

We are accountable!

We take responsibility for our learning, own our actions and celebrate our success.

We are respectful!

We take pride in our classroom, our school and our community. We are polite and gracious in our interactions with others.

Table of Contents

- Comprehensive Needs Assessment 5
 - Needs Assessment Overview 5
 - Demographics 5
 - Student Achievement 6
 - School Culture and Climate 7
 - Staff Quality, Recruitment, and Retention 9
 - Curriculum, Instruction, and Assessment 10
 - Parent and Community Engagement 11
 - School Context and Organization 12
 - Technology 13
- Goals 15
 - Goal 1: Ensure an exceptional learning experience for all students in a safe and positive learning environment. 16
 - Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning. 16
 - Goal 3: Maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders. 26
 - Goal 4: Recruit, retain, and support a world-class team of employees. 29
 - Goal 5: Maximize our use of financial resources to ensure the greatest effectiveness and benefit for all students. 31
- Campus Funding Summary 32

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On June 27, 2023, the Campus Improvement Committee, made of representatives from all stakeholder positions, met at RJW. They reviewed the following:

- Discipline Data
- Culture Data
- Attendance Data
- 22-23 culture goals

The committee discussed revisions for the 23-24 school year based on last year's data.

The second needs assessment took place on September 8, 2023 from 2-3:30 pm at SFJH. STAAR data was reviewed. CIP goals were finalized after identifying strengths and weaknesses. The committee decided on priority problem statements and wrote goals aligned to these needs using a root cause analysis.

Demographics

Demographics Summary

Enrollment

Wollam Elementary serves grades PK-5. In 2022-2023, Barnett had a student population of 627 students at Fall Snapshot.

Economic Disadvantaged

Wollam had a 60% Economic Disadvantaged enrollment in 2022-2023.

Ethnicity

Barnett is comprised of approximately 64% White students, 32% Hispanic students, and 3% 2 or more races.

Student Groups

Barnett had 63 ESL students, 119 Special Education Students, and 217 at-risk students in 2022-2023.

Student Achievement

Student Achievement Summary

STAAR 2023 Results:

Overall Wollam went down in 2023 as compared to 2022 except in 4th RLA and 3rd Math. Wollam is still above the state averages in all areas.

	2022			2023		
	AGL	Meets	Masters	AGL	Meets	Masters
3rd RLA	78	57	37	77	52	19
4th RLA	83	59	33	83	48	24
5th RLA	91	77	47	83	55	22
3rd Math	75	50	27	77	50	24
4th Math	80	57	34	76	55	28
5th Math	92	60	33	85	57	22
5th Science	86	62	35	78	40	17

Student Achievement Strengths

School Culture and Climate

School Culture and Climate Summary

Core Values

- *Create a student-centered environment**
- *Inspire learning**
- *Cultivate a "we" culture**
- *Strive toward excellence through continuous improvement**
- *Build meaningful, trusting relationships**

Professional Learning

RJW has fully implemented Professional Learning Communities at each grade level.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- Teachers utilize time built into the day to address both staff and student needs and for professional growth and peer collaboration.
- Learning designs are utilized within the PLC for teacher professional growth.

Curriculum

- Focus on Strengthening of Literacy in ALL ELA Classrooms
 - Mini Lesson Refinement in Lucy Calkins
 - mClass assessment and small group planning K-2
 - 95 Phonics K-2
- Third year implementation of new Math curriculum (refinement)
 - Eureka Math
- Refinement of the implementation of Stem Scopes in 5th grade Science

Instructional Coaching

Each campus has a Math/Science and a Reading/Social Studies Instructional Coach. The coaching model was implemented in 2018-2019. There are two Instructional Coaching Coordinators and all coaches have received extensive coaching training. Whole group and individual coaching cycles for core academic areas occur on each campus.

School Climate

RJW has implemented the following.

- Parent and staff survey were sent out at the end of the year. Responses were analyzed and needs identified.
- Character Strong SEL curriculum was implemented in 2021-2022.
- The House system is being refined and enhanced.
- Threat assessment teams implement the district's threat assessment policy and procedures.
- Counselors provide grade-appropriate information to students regarding topics such as anti-bullying, healthy relationships, suicide prevention, and the prevention of drug and alcohol abuse.
- Counselors and campus administrators are interacting throughout the day in both high traffic areas and individual student conferences in their effort of ensuring the safety of all SFISD students.
- Advisory groups at each campus provide feedback to campus administrators.
- Each campus has an instructional leadership team as well as a site-based decision making committee to make decisions, lead change, and set and monitor goals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Wollam Elementary experiences a high retention rate for teachers. Many of the teachers are also graduates of SFISD and have remained in the area and currently serve their community as educators. In order to better meet the challenges of educators new to the profession and to increase new teacher retention rates, SFISD has a New Teacher Mentoring Program and employs a full-time professional who monitors and assists new teachers as needed. Staff new to the district are assigned a buddy for support and guidance. In addition, Wollam offers high quality job embedded professional learning opportunities within a collaborative setting, teacher leadership opportunities, and a campus culture that helps to retain teachers and improve instruction.

Instructional coaches are available to support and help grow staff and provide expert assistance and guidance in PLCs. All teachers have a voice and Wollam administration works hard to build a strong close-knit team.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SFISD curriculum and instruction documents are created from state adopted TEKS strands . By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffolded to meet the grade level expectations for successful student achievement. Curriculum documents are organized in the following forms within our district: Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks, Week At A Glance (WAG) – provides a clear unit parameters, assessments schedule, and Power Standards for each nine-weeks, Unit Planning Guides- provides a framework and protocol for teachers to backwards design instruction with multiple pathways, Instructional Planning Guides –provides a framework for instruction that happens each day. District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment.

Vehicles for learning are provided throughout our district's various platforms. Learning can be accessed and facilitated in the following ways: physically-classroom environment; or electronically/virtually- CANVAS (Learning Management System) or Microsoft Office 365. Our classrooms tend to use a hybrid approach for facilitating learning to meet the needs of our digital learners.

Professional Learning Communities (PLCs) are organized on each campus. The relevance of these communities is to maximize the capacity of adult learning. Learning is ongoing, systemic, and based upon the cycle of continuous improvement. IC maps are being developed to help measure the impact of the work.

During the 2022-2023 school year, the District will continue the implementation of Readers and Writers Workshop. Students learn within the framework of Structured Literacy and grow as a readers, writers, speakers, and listeners. The workshop model allows students to be at the center of their literacy adventure with an exposure to areas of high interest for individual learners and to be instructed with an explicit and systematic approach. RLA curriculum and instruction documents are created from best practices provided by a multitude of resources such as Ohio State University and Teacher’s College at Columbia University, Heggerty Phonological Awareness, 95 Phonics and Patterns of Power. Math and Science will continue to focus upon creating literate learners within their content. Resource subject experts visited Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success. The math curriculum for the 2022-2023 school year will be the continuation of Eureka Math. Stem Scopes and Discovery Science will be used as a resource in Science.

The Instructional Coaching Model continues for the 2022-2023 school year, and teachers have access to and support from subject specific instructional coaches to assist teachers in reaching their instructional goals resulting in higher student achievement.

Various learning cohorts and academies were formed within the District to strengthen and reinforce our leaning systems for academic success. Principals, assistant principals, teacher leaders, and other teacher representatives participated in book studies focused upon field related work to develop common practices and procedures to support adult and student learning.

Parent and Community Engagement

Parent and Community Engagement Summary

RJW supports family engagement through activities that encourage lifelong learning and student success.

Activities include:

- Increased formats of communication between parents and teachers
- Campus Parent Engagement Committee
- Campus survey data utilized to continually improve
- Parent/Teacher Association (PTA)
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, STEM Night, Grade level Music Performances
- Family Events during the school day such as, Family Feasts, Awards, Kindergarten graduation
- Each grade level will have at least one event where parents will be invited to attend.

School Context and Organization

School Context and Organization Summary

Roy J. Wollam

- Principal, Michelle Pourchot
- Assistant Principal, Shannon Davidson
- Counselor, Lindsey Garcia

School context and organization:

- Administration
- Counselor
- Special Education support staff
- Targeted Response to Intervention Process (RTI)
- PBIS
- SOAR is an innovative and effective way of meeting the educational needs of the districts ECSE students along with those of the children of district employees
- Creative Explorers offers the community and SFISD employees reliable child care before and after school
- RJW provides Professional Learning Community (PLC) meeting, learning, and planning time for teachers. Elementary campuses schedule their PLC time during the day on a rotating basis.
- Instructional Coaching
- Math Interventionist
- Reading Interventionist
- Threat Assessment team
- PTA
- House System
- Dyslexia Instruction

Technology

Technology Summary

The District faces many challenges from aging computer equipment, equality, and standardization of technology devices between campuses. These challenges are being addressed in the District goals.





- During the summer of 2022, the District purchased 24 interactive touch panels for Kubacak and RJ Wollam and 25 laser projectors for secondary to begin refreshing aging STAR Boards and bulb projectors.
- In 2021-2022, The District purchased 1,000 Dell touch screen laptops through the Emergency Connectivity Fund (ECF) grant to continue to refresh secondary student laptops. 100 teacher laptops were also purchased through ECF to meet the needs of increased staff numbers and para-professionals that work directly with students each day.
- In 2020-2021, the District purchased 2,000 Dell laptops through the Operation Connectivity grant. These devices were used to refresh secondary student devices.
- In 2019-2020, the District refreshed student computers for kindergarten and first grade. These touchscreen devices that can be used like a tablet or a full laptop. Additionally, the District refreshed classroom teacher laptops with Dell touchscreen devices that can mirror cast to the classroom projectors.
- Cybersecurity is a top priority for Santa Fe ISD. In March of 2022, the District implemented a managed internal broadband service (MIBS) plan that includes a 24/7 monitoring piece that will alert key staff in a timely manner in the event a breach is detected. Additionally, multiple levels of protection, including a firewall with an additional fail over firewall, have been implemented.
- Beginning in 2020-21, the Technology Department consists of 2 staff members trained to facilitate instructional technology professional development for District staff. The district continues to take advantage of cloud infrastructure. Microsoft Office 365 and Cloud storage will allow students and staff to have access to files and applications from any location with internet access. Microsoft InTune allows district issued student devices to be monitored and managed off-premise.
- Canvas, the district's Learning Management System, is used to provide students with a portal to access a variety of instructional tools and materials which include lesson plans, assignments, quizzes, research materials, and a calendar to keep up with due dates. The District is rebooting how we use this system to make sure we are getting the most for the money invested in this program. Including the ability for teachers to have direct access to Canvas for technical assistance using the Chat Tier one support that was purchased for this year.
- In 2020-2021, the District adopted Linewize, in conjunction with Gaggle, as the district content filter and student safety monitoring. These systems archive all internet history and allow the District to address policy issues and help with building good Digital citizens.
- In 2021-2022, the District added ClassWize to allow teachers to monitor classroom device activity from one location. This allows teachers to refocus students if they begin to veer off the intended assignment site and allows teachers to interact with students from their device to an individual student, a group, or whole class.
- Connectivity between campuses consists of redundant, 10GB fiber connections that provide fast transfer of data between locations and redundancy in the event one of these lines get compromised.
- Internet bandwidth has been increased from 1GB to 1.5 GB in 2021-2022 .
- Our Technology Staff consists of skilled technicians that support District needs and maintain technology equipment throughout the District.
- The Eduphoria HelpDesk application greatly enhances our ability to track and keep up with technology requests and keeps the operation of the technology department running efficiently.

- SFISD campuses have wireless connectivity suitable to support the growing number of student computers. Wireless access points are present in every classroom and in common areas, ensuring solid connections during classroom instruction. In 2020-2021, all access points at SFJH and SFHS were refreshed. Kubacak and RJW are scheduled to be refreshed in the summer of 2023.
- PK-6th grade classrooms are all equipped with student laptop carts. In 2022-23, students in grades 7-12 will receive a student laptop, charger, and protective carrying case. This provides students with the tools necessary to succeed in 21st-century learning.
- Desktop computer labs have reduced in numbers at the campuses due to the current availability of student laptop computers, however, some computer labs are still in place provide additional technology learning environments for students as well as specialized instruction geared towards software applications and successful research practices with Technology TEKS focus. In 2021-2022, a MAC computer lap was installed at SFHS for CTE use.
- Microsoft Office 365 provides storage and file access for staff and students. In addition, Microsoft continues to increase security and add collaborative applications that are useful in classroom instruction and include assistive technology features.

Goals

Goal 1: Ensure an exceptional learning experience for all students in a safe and positive learning environment.

Performance Objective 1: RJ Wollam Elementary will ensure an exceptional learning experience for all students in a safe and positive learning environment.

Strategy 1 Details	Formative Reviews		
Strategy 1: The School Resource Officer and Security Officer will regularly check security features including doors, outside perimeter entrances, campus cameras and respond to irregularities immediately.	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The School Resource Officer and Security Officer will regularly interact with students and parents in a positive way to build a relationship and trust.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 5th grade students will have the opportunity to serve on Safety Patrol. These students will be trained to assist and monitor students during arrival time.	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Establish a school wide understanding of expectations for all common areas of the school building.	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.

Performance Objective 1: RJ Wollam Elementary is dedicated to improving academic performance in the area of Reading for all students by participating in rigorous curriculum, instruction, assessment and leadership. Kindergarten will strive to meet 85% of students reading on grade level. First Grade will strive to meet 85% of students reading on grade level. Second Grade will strive to meet 85% of students reading on grade level. Third Grade will strive to meet 87% AGL, 57% Meets, and 37% Masters. Fourth Grade will strive to meet 87% AGL, 57% Meets, and 37% Masters. Fifth Grade will strive to meet 88% AGL, 56% Meets, and 37% Masters.

Evaluation Data Sources: Local Assessments, State Assessment, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve/refine initial classroom instruction through the collaborative development of instructional planning guides, refinement of Lucy Calkins Units of Study for Reading and Writing, small group instruction, individual student conferences, vocabulary acquisition strategies, collaborative structures, high level questioning with written responses, STAAR redesign questioning, Phonics programs (Core 95 Phonics and Fountas & Pinnell), and differentiated total engagement instructional strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve individual student growth measures (approaches, meets, masters) by analyzing, tracking, and creating action plans and instructional goals for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. Students will collaborate with teachers to create and monitor personal academic goals. (Domain 2)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Improve individual student growth for students receiving special education services by creating healthy clusters when scheduling students with disabilities. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve individual student growth measures of Emergent Bilingual (EB) by analyzing, tracking, and creating action plans and instructional goals using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve individual student growth of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Based on data analysis, provide Reading intervention, using the reading interventionist, to specific, targeted students to help close gaps.</p> <p>Staff Responsible for Monitoring: Administrators and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: ESSER Funds - Local</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.

Performance Objective 2: RJ Wollam Elementary is dedicated to improving academic performance in the area of Math for all students by participating in rigorous curriculum, instruction, assessment and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 80% mastery of TEKS. Third Grade will strive to meet 87% AGL, 59% Meets, and 34% Masters. Fourth Grade will strive to meet 80% AGL, 59% Meets, and 41% Masters. Fifth Grade will strive to meet 85% AGL, 60% Meets, and 35% Masters.

Evaluation Data Sources: Local Assessments, State Assessment, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve initial classroom instruction by collaboratively developing literate mathematicians through the implementation of Eureka Curriculum, Learning Designs, Guided Math, number talks, small group instruction, vocabulary strategies, collaborative structures, hands on experiences, high level questioning, accountable talk and differentiated total engagement instructional strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: math manipulatives - Title I</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve individual student growth measures (approaches, meets, masters) by analyzing, tracking, and creating action plans and instructional goals for individual students using performance data to provide appropriate reteach strategies, interventions, and enrichment/ extensions. Students will collaborate with teachers to create and monitor personal academic goals. (Domain 2)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Improve individual student growth for students receiving special education services by creating healthy clusters when scheduling students with disabilities. (Domain 3).</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve individual student growth measures of Emergent Bilingual (EB) students by analyzing, tracking, and creating action plans and instructional goals using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve individual student growth of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Based on data analysis, provide Math intervention, using the math interventionist, to specific, targeted students to help close gaps.</p> <p>Staff Responsible for Monitoring: Administrators and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: ESSER Funds - Local</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.

Performance Objective 3: RJ Wollam Elementary is dedicated to improving academic performance in the area of Science for all students by participating in rigorous curriculum, instruction, assessment and leadership. Fifth Grade will strive to meet 85% AGL, 60% Meets, and, 35% Masters

Evaluation Data Sources: Local Assessments, State Assessment, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve initial classroom instruction and create literate Scientists through the implementation of 5E lesson design and Backwards Design, small group instruction, vocabulary strategies, collaborative structures, hands on lab experiences including STEM, high level questioning, student discourse and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve individual student growth measures (approaches, meets, masters) by analyzing, tracking, and creating action plans and instructional goals for individual students using performance data to provide appropriate reteach strategies, interventions, and enrichment/ extensions. Students will collaborate with teachers to create and monitor personal academic goals. (Domain 2)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Improve individual student growth by creating healthy clusters when scheduling students with disabilities. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve individual student growth measures of Emergent Bilingual (EB) students by analyzing, tracking, and creating action plans and instructional goals using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve individual student progress measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for</p>	Formative		
	Nov	Feb	May

approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments

Staff Responsible for Monitoring: Administrators


Coaches


Team Leaders


Teachers

ESF Levers:

Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.

Performance Objective 4: Gifted/Talented students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies.

Evaluation Data Sources: Local Assessments, State Assessment, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Goal 3: Maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Performance Objective 1: All staff members are committed to creating an environment of respectful, responsible and motivated individuals to create a safe community of learners.

Evaluation Data Sources: Staff, student and parent survey results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure students participate in activities and programs involving school safety (Red Ribbon Week, Bus Safety Week, Bully Awareness Week, Campus Crisis Prevention, Fire Prevention Training)</p> <p>Strategy's Expected Result/Impact: Student participation observed during awareness weeks and Crisis prevention drills</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop motivated individuals through Character Strong and the creation of individualized student learning goals.</p> <p>Strategy's Expected Result/Impact: Growth in academics based on individualized goals and increase in student motivation</p> <p>Staff Responsible for Monitoring: Counselors Staff Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title 4</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers take part in the campus goal setting process and new teachers create their own connection to the mission and the vision. Staff share a common understanding of the mission, vision, and values and can model them in the daily life of school.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p>	Formative		
	Nov	Feb	May

Staff Responsible for Monitoring: campus administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Performance Objective 2: Build positive student behaviors by building upon our school wide House System where each students is divided into one of five houses. Campus core values focus students on learning the 5 core values of a Wollam Warrior to be kind, courageous, collaborative, accountable and respectful.





Evaluation Data Sources: Improved peer to peer relationships as indicated on Parent Engagement Surveys and student surveys. Decrease in classrooms and office referrals. Improved attendance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collectively build upon our new campus mission statement that centers around our core values of being kind, courageous, collaborative, accountable and respectful.</p> <p>Strategy's Expected Result/Impact: Parent Survey Data, Teacher Survey Data, Attendance at School Wide Events, Positive Feedback Through Class Dojo</p> <p>Staff Responsible for Monitoring: All staff members</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Recruit, retain, and support a world-class team of employees.





Performance Objective 1: RJ Wollam Elementary will recruit, retain, and support a world class team of employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs follow the Cycle of Continuous Improvement to improve practice resulting in increased student achievement.	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: PLC teams will choose or develop learning designs based on current data.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers take part in the campus goal setting process and new teachers create their own connection to the mission and the vision. Staff share a common understanding of the mission, vision, and values and can model them in the daily life of school.	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers have clear professional learning goals to improve their practice.	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Intentional collaboration time with Special Education (IST) and General Education teachers to analyze and monitor student progress and plan for individualized instruction and support for students with disabilities.	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: RJ Wollam Elementary will provide morale builders and team building opportunities several times throughout each school month.	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 7: First year and second year teachers will receive support through the mentor program where they are able to plan with their mentor, observe other classrooms, and work closely with instructional coaches.	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilizing the paid Intern Program in SFISD, RJ Wollam Elementary will develop and recruit teacher candidates.	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Utilize various social media platforms (Remind, Facebook, Campus Website, Campus TEAMS, Weekly Smore) to highlight events and share positive classroom experiences to engage and recruit potential candidates.	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Maximize our use of financial resources to ensure the greatest effectiveness and benefit for all students.

Performance Objective 1: RJ Wollam Elementary will maximize our use of financial resources to ensure the greatest effectiveness and benefit for all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Partner with RJ Wollam Elementary PTA to support student and campus success through administrator collaboration sessions, quarterly campus meetings, and work together on fundraisers to benefit all Wollam Warriors	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: RJ Wollam will correctly utilize the budget guidelines and all expenditures will be in support of campus goals which are based on the campus needs assessment.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Review and approve purchase orders on an as needed basis through the Skyward program.	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	ESSER Funds		\$0.00
2	2	6	ESSER Funds		\$0.00
Sub-Total					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1	math manipulatives		\$0.00
Sub-Total					\$0.00
Title 4					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
Sub-Total					\$0.00