

**Santa Fe Independent School District**  
**Wollam Elementary**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**



## **Mission Statement**

RJ Wollam is committed to providing a highly innovative education with integrity to all children by instilling a love of learning for a lifetime.

## **Value Statement**

Motto:

Where Children Come First

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Campus Information as of 10-03-2016	Campus Count	Campus Percent	District	State
Total Students	1,212	100.0%	4,620	5,215,282
Ethnic Distribution:				
African American	5	0.4%	0.4%	12.2%
Hispanic	222	18%	18.7%	52%
White	953	78.6%	78.4%	28.9%
American Indian	9	0.7%	0.5%	0.4%
Asian	6	0.5%	0.5%	3.9%
Pacific Islander	1	0.08%	0.1%	0.1%
Two or More Races	16	1.3%	1.4%	2.0%
Economically Disadvantaged	536	44%	33.7%	58.8%
Non-Educationally Disadvantaged	676	56%	66.3%	41.2%
Limited English Proficient (LEP)	40	3.0%	2.6%	17.5%
Students w/Disciplinary Placements (15-16)	0	0.0%	1.6%	18.2%
At-Risk (15-16)	636	56.3%	51.7%	51.2%
Mobility (2013-14)	81	11.3%	11%	16.9%
Number of Students per Teacher	20.8	N/A	20.8	19.3

## **Demographics Strengths**

RJW has a mobility rate lower than the state average. Teacher to student ratio is below 22:1. RJW represents the demographics of the Santa Fe community.

- 3% ESL population, and 26% of the instructional staff are ESL certified.
- 10.1% of the student population is provided service through special education.
- 11.7% of the teachers are Special Education certified.

## **Demographics Needs**

RJW is a Title I campus with 44% of its population on free or reduced lunch. The campus continues to focus on students who are at-risk and Economically Disadvantaged. Their needs for both at home and at school are an area of focus and continuous review. As the ESL population continues to grow, the campus strives to focus on meeting the needs of this population of students and providing research based instructional strategies to assist with language acquisition and development. The campus also consists of a moderately high number of special education students. The co-teach model has been implemented this year along with an inclusion approach based on student need for our special education students. Accommodations and modifications are reviewed frequently and adjustments are made based on data. Professional learning throughout the year clearly emphasizes the need for strategic training in instructional practices for our populations of need. RJW will continue to provide a positive learning environment where families feel comfortable at the campus.

## Student Achievement

### Student Achievement Summary

It is the responsibility of the school to provide an effective curriculum that will provide the tools necessary to equip students with skills and expertise to be successful in their respective careers, whether they enter the workforce or go on to a college. The environment in which students learn is critical and conducive to a valuable "teaching-learning" process. For these reasons, we have carefully evaluated the strengths that enhance the valued "teaching-learning" process and the circumstances that may detract from it. This summary of data includes an analysis of patterns and trends with a discussion of probable causes of areas of student needs. Based on the campus' site-based decision-making committee, the district goals, DRA, I-station, TELPAS and curriculum based assessments, the following strengths and needs were identified by the campus improvement committee.

### Student Achievement Strengths

Student performance is indicated by the "Met Standard" rating awarded to the school by the Texas Education Agency based on performance on the rigorous STAAR in the spring of 2016. The students in grades 3-5, whom RJ Wollam Elementary is paired for rating purposes, participated in The State of Texas Assessments of Academic Readiness (STAAR) in the spring of 2016.

- Index 1 75 (Target score 60)
- Index 2 38 (Target score 32)
- Index 3 35 (Target score 28)
- Index 4 31 (Target score 12)
- The Performance report for Roy J. Wollam (*who is paired with Kubacak Elementary*) indicates that 78% of all students met the standard in Reading STAAR, Additionally, 77% of all students met standards in Math STAAR.

**Dan J. Kubacak (RJW aligned with Kubacak Elementary)  
STAAR 2016 Reading**

<b>School Year</b>	<b>All Stds Met Standards</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Edon. Disadv.</b>	<b>Spec. Educ.</b>	<b>LEP Stds</b>
May 2016	78%	67%	66%	81%	69%	33%	68%
May 2015	74%	-	54%	79%	61%	36%	34%
May 2014	74%	-	64%	77%	63%	29%	40%

**Dan J. Kubacak (RJW aligned with)**

**Mathematics**

<b>School Year</b>	<b>All Stds Met Standards</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Edon. Disadv.</b>	<b>Spec. Educ.</b>	<b>LEP Stds</b>
May 2016	77%	67%	65%	80%	68%	38%	55%
May 2015	72%	-	68%	73%	62%	39%	-
May 2014	67%	0	63%	68%	63%	56%	71%

**RJW Retention Rates:**

<b>Retention Rates</b>	<b>Grade</b>	<b>Campus (Reg Ed)</b>	<b>State</b>	<b>Campus (SpEd)</b>	<b>State</b>
2013-2014	K	1.7%	2.0%	2.3%	8.9%
2014-2015	K	1.4%	2.0%	14.3%	8.6%
2013-2014	1	4.9%	4.9%	3.2%	8.3%
2014-2015	1	3.4%	4.3%	8.1%	8.1%
2013-2013	2	1.4%	1.4%	5.3%	4.0%
2014-2015	2	1.8%	2.9%	3.2%	3.9%

**2015-2016 retention rates:** Kindergarten 2.9%, 1st grade 4%, 2nd grade 2%

## **Class Size Information**

2016 - 2017 Campus Student to Teacher Ratios

- Kindergarten 19.4
- 1<sup>st</sup> 21.8
- 2<sup>nd</sup> 21.1

## **Student Attendance:**

Based on PEIMS/ADA information, our student attendance rate with a breakdown of the following:

### **Student Attendance based on District Data**

<b>Attendance</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>
2015-2016	94.6%	95.99%	94.8%	94.5%
2014-2015	94.1%	96.7%	94.3%	94.1%
Change	+0.5	-0.8	+0.5	+0.4
	Increase	Decrease	Increase	Increase

## **Student Achievement Goals**

It is the goal of RJW to have 90% of all students and all student groups passing State of Texas Assessments of Academic Readiness (STAAR) and to have 90% of the student population demonstrating at or above grade level performance in all curriculum areas assessed.

RJW continues to address the areas of reading development, comprehension and fluency. RJW and SFISD continued curriculum updates during the summer of 2016 ensuring rigor, alignment, and high quality scaffolding of instruction will continue in the 2016 - 2017 school year. Horizontal and vertical alignment of curriculum continues in order to provide all students with a high quality educational experience from their primary years throughout their entire educational career.

In ELAR teachers will continue to implement Reader's and Writer's workshop using the Balanced Literacy approach. RJW has one full time literacy coach/interventionist and one part-time literacy coach.



In math teachers will continue to use guided math, number talks, math talks and spiral math skills. At the beginning of the 2016-2017 school year a math coach was added at RJW to coach teachers one day per week.

District created universal screeners for both Reading/Language Arts and Mathematics are being utilized.

A campus GT coordinator provides pull-out instruction to students who are identified GT.

A behavior support staff member provides Tier II and Tier III interventions to students who are struggling behaviorally.

Instructional paraprofessionals serve students whose math and reading skills fall below grade level expectancy.

Our struggling students who require intensive reading and math interventions at the elementary level are provided accelerated opportunities to improve both mathematical and literacy skills.

### **Student Achievement Needs**

**Based on May 2016 Developmental Reading Assessment student performance data**, 63% of Kindergarten students were reading on grade level at the end of the school year, which is an increase of 6% from last school year. Our goal is to have 90% of students reading on grade level by the end of the school year.

**Based on May 2016 Developmental Reading Assessment student performance data**, 65% of first grade students were reading on grade level at the end of the school year, which is an increase of 10% from last school year. Our goal is to have 90% of students reading on grade level by the end of the school year.

**Based on May 2016 Developmental Reading Assessment student performance data**, 69% of second grade students were reading on grade level at the end of the school year, which is a decrease of 11% from last school year. Our goal is to have 90% of students reading on grade level by the end of the school year.

In addition to grade level goals, we will closely monitor individual student progress through on-going data collection. Students who fall below level will be provided additional targeted support. Our goal will be for all students to make a minimum of one years' growth in a year and for students who are below grade level to make 1.5 years of growth in one year.

## **School Culture and Climate**

### **School Culture and Climate Summary**

RJW conducts annual surveys in order to obtain the campus staff and parent input. RJ Wollam's staff is very devoted, always ready to put in additional time to accomplish whatever needs to be done. Teachers have high expectations for their students and challenge them by setting high performance standards by providing quality instruction and instructional support to assist students in meeting those standards.

### **School Culture and Climate Strengths**

According to the Spring 2016 staff survey the following were noted as strengths:

- I like what I do. -98%
- On most days I feel good about what I have accomplished. -99%
- I understand what is expected of me in my job. -97%
- I work in an environment that is safe. -96%

### **School Culture and Climate Needs**

According to the Spring 2016 staff survey the following were noted as areas of weakness:

- The principal provided leadership in setting and maintaining behavioral standards for students. 52%
- Our student code of conduct is consistently and fairly enforced by administrators. 50%
- I am satisfied with resources for teachers with special populations. -50%
- Teachers are involved in decisions about instructional issues. 57%

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. As documented numerous times in various research studies, good teaching makes the difference in student success rates. State law has long required teachers to have their degree and be certified in the area(s) to which they are assigned. According to law, all teachers in states and/or school districts accepting Title 1, Part A funds must be appropriately certified to teach in the area(s) to which they are assigned. While appropriate certification is important, experience and relevant professional development are also essential and must be considered when evaluating staff.

## Staff Quality, Recruitment, and Retention Strengths

### Staff Strengths:

Based on the TAPR, RJW staff have on averages indicate 10.3 years of experience.

### Staff Information for 2014-2015

Years of Experience	Campus Percent
Beginning Teachers	1.5%
1-5 Years of Experience	23%
6-10 Years of Experience	35.6%
11-20 Years of Experience	29.2%
Over 20 years of Experience	10.7%

## Staff Quality, Recruitment, and Retention Needs

Staff Needs: As a new principal at RJW my hopes are to retain teachers by creating a culture of excellence where teachers have a voice and to provide an environment where teachers can grow professionally.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The goal of Santa Fe ISD and RJW is to provide rigorous learning opportunities to improve the achievement of each student while meeting their individual needs and aspirations. Teachers and administrators collaborate to ensure students are provided with the instruction they need to achieve academic success. Instructional Planning Guides provide teachers with resources to ensure that instruction is aligned to the Texas Essential Knowledge and Skills (TEKS), and the State of Texas Assessments of Academic Readiness (STAAR). Student assessments, created by district educators, are administered regularly to help teachers identify gaps in learning to adjust instruction and provide individual assistance as needed.

Santa Fe ISD has a curriculum and instruction department comprised of experts in the core subjects. Dr. Shuman is the Assistant Superintendent who directs this team. The rest of the team is as follows: Lucie Boyer- PK-5 Literacy Specialist, Michelle Reynolds- PK-5 Math Specialist, Darbi Harris-PK-12, Science Specialist, Ryan Cox- PK-12 Social Studies Specialist.

### **Curriculum, Instruction, and Assessment Strengths**

District curriculum specialists have worked closely with administrators and teachers to create IPGs (Instructional Planning Guides) that align directly to state TEKS and create smooth vertical transition in content across grade levels. IPGs are continually reviewed and adjustments are made based on the needs of the students. Curriculum Based Assessments (CBAs) are used as a measure for how well the students mastered the objectives within the IPGs. Teachers are able to collect and manipulate data from CBAs using AWARE. This data is used during team data meetings where teachers collectively review data, make decisions on objectives to reteach, formulate small groups based on student need, and create team and individual learning goals. ELAR teachers rely heavily on DRA reading scores to form and plan for guided reading groups. Students who are below level are given targeted intervention and are closely monitored for growth. Based on an individualized data review, if the student does not accomplish the growth measure expected for the intervention, an RtI committee will review both quantitative and qualitative data in order to make informed revisions to the student's intervention plan. The teachers will meet with below level students more frequently and groups will be flexible based on the current needs of the student. Clear curriculum guides and assessments that directly align to content taught assists teachers in making adjustments in instruction and clear direction in differentiation based on the unique needs of each learner.

Once a week administrators will meet with each grade level and will follow a planning agenda that will ensure lesson plans are directly aligned to the TEKS. During weekly planning sessions teams will also focus on academic vocabulary and possible misconceptions in the TEKS. Teachers will use the IPG alongside the Lead4ward Field guides. Teams will discuss the vertical alignment of the TEKS and how it is tested at grades 3-5. Teachers will also be taught how to use the TEKS Resource system to gather TEKS aligned activities.

Once a month Power Planning sessions will be held where teachers are provided 100 minutes of planning with the entire grade level. Half of the time will be dedicated to a curriculum instructional focus and the other half will be their weekly planning session.

Once a 9 weeks one day of Frontloading of upcoming TEKS will also be provided to K-2 teachers.

### **Curriculum, Instruction, and Assessment Needs**

In order to ensure that 90% of students are on grade level by the time they leave their current grade, RJW teachers will ensure that they are maximizing the instructional time in the classroom. The administrative team will ensure that they are providing teachers with the proper resources needed to ensure student success. This year, we are restructuring the intervention support so that students are not pulled out of class during critical initial instruction. Interventions will be held during the teacher's small group instructional time. Students receiving interventions will meet daily in small groups with the teacher and with the interventionist. RJW will purchase an additional LLI Kit and will add the Do the Math intervention to support math pull-out for Tier II and III RTI interventions. Teachers will continue training in Balanced Literacy and Guided Math. This will be accomplished through Power Planning sessions as well as during staff development days. The principal will be in continuous communication with the instructional coaches and the C&I staff.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

RJW Elementary recognizes that a child's education is a responsibility shared between the school and home. Parent/guardians are an integral component of a child's success in the school environment. RJW aims to meet the diverse needs of the parents/guardians and children in the community. RJW Elementary will accomplish this goal by engaging families in activities that will help improve student achievement and foster a positive school-home collaboration.

RJW Elementary's Family Engagement Plan, which is aligned with SFISD's Family Engagement Plan and established in collaboration with the Campus Improvement Committee, District Educational Improvement Committee (DEIC), the Campus and District's Parent-Teacher Organization (PTO), and the Campus Administrative staff, includes programs and practices that enhance family engagement and reflect the special needs of students and their families.

It is the goal of RJW Elementary to assure an ongoing partnership between families, communities, and school. It is the campus' belief that such a partnership is fundamental to the academic and social success of students. From this partnership, a support will evolve that will have a positive effect on student achievement and will produce a sense of cooperative responsibility in ensuring excellence in the educational process.

The campus actively supports and solicits family and community volunteers. Parents/guardians are partners with educators, administrators, and school district Boards of Trustees in their children's education. Families are encouraged to actively participate in creating and implementing educational programs for their children. The campus administration and parent involvement representatives assists in encouraging volunteer support on the campus. To ensure greater opportunities for student success, RJW strives to establish positive working relationships between educators and families of all student groups.

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

The success of an instructional program is often significantly influenced by how well parents of the students and the community support the school. In order to achieve support, parents must become involved partners in the education of their students and the community as a whole must support educational efforts.

The community is supportive of the district and campuses. Numerous fundraisers are held throughout the year, and the community purchases thousands of dollars worth of fundraiser items in support of district efforts. The community also attends and advertises in publications resulting from student assemblies, athletic endeavors, patriotic celebrations, academic fairs, food drives, etc.

Parents/guardians will be invited to become active participants in their child's learning, including membership in a variety of organizations. This goal will be accomplished through the following activities and/or services:

- Art students' participation in Galveston County Fair and Houston Livestock Show
- County Health Fairs
- Dyslexia parent meetings
- GT parent meetings and parent surveys
- Graduation ceremonies – Kindergarten
- Holiday lunches on campuses
- Libraries host book fairs
- Lunch/Breakfast with students
- Math and Reading Night
- Meet the Teacher Nights
- Open House
- Peer Assistance Leadership (PAL)
- Red Ribbon Week activities
- Summer School programs, grades K-12
- Teachers submit book orders for parents
- Title I parent meeting and parent survey
- Volunteer recognition activities

To establish diverse communication channels between school and families, school staff will use a variety of strategies and methods to promote clear, consistent, and effective two-way communications between staff and parents. This goal will be accomplished through the following activities and/or services:

- Academic parent conferences scheduled through early release days
- Communication notebooks for students with special needs
- Daily conference times upon request
- District/Campus newsletters
- District and campus websites and web pages
- Email communications
- Interpreters, including sign language
- Marquee informational postings
- Monthly cafeteria menus provided
- Family Access for student grade access
- School Messenger and Skyward Family Access for phone, email, and text communications between home and school
- Parental contact for students requiring additional assistance
- Progress reports and report cards

- News releases to media
- Notifications to parents of programs, activities and events
- Student/Parent district handbook
- Peek of the Week on all K-2 teacher web pages

Like most elementary schools, RJW Elementary enjoys a high level of parental support as is evidenced by the large number of parents who volunteer at the school and the very active Parent Teacher Organization (PTO). The PTO has been active in fund raising activities that provide additional resources for the school. Parents and Community members participate on the Campus Improvement Team and District Educational Improvement Council.

Examples of campus events include our musical in the spring, as well as: 50s Day, 100s Day, Kindergarten Graduation Ceremony, independent classroom activities, school parties, appreciation luncheons, teacher conferences, ARDs, Educational Assistance Committee meetings, Campus Improvement Team meetings, Carnival, Thanksgiving/Christmas/Easter feasts, Math & Reading nights, Book Fairs. All are well attended by parent and community members. Annual and bi-annual surveys are conducted to measure parent/community perception of the effectiveness of GT, Title I programs, RJW faculty, parent communication, and Roy J. Wollam's overall performance regarding education and parent communication. Parents enjoy Internet accessibility via district, campus, and classroom homepages which provide updates about the district's, school and individual classroom activities and instructional objectives. Internet capabilities are also extended to allow parents ease in access/monitoring of their child's attendance and educational performance through Parent Access. Parents also enjoy Internet access which allows for them to manage their child's meal accounts through the internet. Lastly, parents enjoy communications via phone, email, or text with our automated School Messenger call out system.

Spanish speaking parents and our Deaf parents are given an interpreter during conferences in order to effectively communicate in the parents primary language.

### **Family and Community Involvement Needs**

Given the high level of parental involvement, few needs were identified by the members of the site-based decision-making committee. One need identified in our campus survey is parents want more information and skills for helping their children become more successful on academic assessments. This is being addressed in parent conferences, weekly newsletters, classroom websites with instructional activities/suggestions, ESL Night, and our Annual Math & Reading Night.

RJW Elementary maintains a campus homepage along with links for each classroom teacher. This site is designed to facilitate communication about curriculum, foster more parent/teacher communication, and heighten parental involvement through active communication with the educational and administrative staff. RJW will continue to work with new technology to provide various modes of communication that will reach students and families.



## **School Context and Organization**

### **School Context and Organization Summary**

RJW is the Early Childhood campus within Santa Fe Independent School District. Michelle Pourchot is the new principal at RJW, Nick Boyd has served as Assistant Principal since 2012 and Ashley Barnes is in her second year as an Assistant Principal. RJW houses the district's Pre Kindergarten, SOAR, and PPCD programs; as well as the district's K-2nd grade student populations. The classroom breakdown for PPCD, SOAR/PPCD, and Pre-K is: 3 Pre-K classrooms, 2 PPCD classrooms, 3 SOAR/PPCD classrooms, and 7 instructional paraprofessionals. All Early Childhood programs are half day with the exception of SOAR. In addition, the campus currently houses 2 Alternate Learning Classrooms, 15 Kindergarten classrooms, 16 1st grade classrooms, and 17 2nd grade classrooms. Additionally, RJW has 2 Special Education Teachers, 2 Reading Coach/Interventionist, 1 GT coordinator, and 5 Instructional Paraprofessionals. RJW currently services and educates 1,212 students.

### **School Context and Organization Strengths**

The exterior and interior of the campus is clean and well kept. All staff members, teachers, and custodial staff work hard to pick up trash throughout the school day and take care of the resources that we have on campus. As problems arise or help is needed, maintenance crews assist in the remodeling and maintaining of the campus.

Staff members are involved in various committees on campus to assist in sustaining positive school morale, providing behavioral incentives for our students, planning family/student engagement nights, making organizational decisions within the school, and recommending instructional focus based on assessment data. Members on the leadership team consisted of administrators, counselors, team leaders and other support personnel who have been voted on by their peers. The leadership team works closely with administrators to improve communication and assist in school-wide decisions.

In SFISD, new teachers are a focus for growth within their profession and retention within the district. New teachers enjoy a mentor program throughout their first two years of their teaching career. Mentors are hand selected for new teachers and are given training on how to be an effective mentor. Teachers that are new to the profession, but are not new to the district are given a buddy. Their buddy works with them as a "go to" person for questions concerning foundational pieces and routines specific to RJW. The mentor program focuses on building teacher capacity for both the mentor and the mentee and has proven to be an effective support system.

### **School Context and Organization Needs**

Although the school building is very well maintained we are in desperate need of additional space. All spaces in the entire campus are utilized. In some cases, 3 support staff members share a room. We need additional space to pull groups for Tier II and III intervention support. We are utilizing the library to pull

groups while classes are going on, which is not an ideal environment to maximize student learning. We also need an area to analyze data, plan and meet with teachers and to provide staff development during the school day with small groups of teachers. The addition of a portable building would allow us the additional space needed.

# **Technology**

## **Technology Summary**

RJW incorporates technology throughout the instructional day and across the curriculum. Interactive White Boards, Laptops, iPads, Interactive Tablets, iPods, and document cameras are seen incorporated and utilized by staff and students alike. RJW has equipped each classroom with six computers as well as this school year we will have a 1:1 ratio for student laptops. RJW uses a multitude of educational websites to facilitate learning through technology such as: Istation, Brain Pop, Spelling City, Raz Kids, and United Streaming. Each student has a pair of headphones which allows them to work independently on a computer.

## **Technology Strengths**

Interactive White Boards, Laptops, IPADS, Interactive Tables, IPODS, and Document cameras are incorporated throughout instruction and utilized by staff and students alike. Istation is also utilized within the classroom. Istation is a state approved Reading progress monitoring program that facilitates both student monitoring and individualized student remediation through technology.

RJW is a technology rich environment and beginning 2016-2017 each classroom will have it's own laptop cart while Pre-K classrooms are supported with carts of HD Kindle Fires. RJW has wifi available throughout the building which provides opportunities for students and staff to bring their own technological devices to school in order to more fully access educational opportunities.

RJW now also has a Campus Technology Specialist to assist teachers with integrating technology into lessons as well as assist with other technology needs that arise throughout the school day.

## **Technology Needs**

While many teachers have a clear understanding of how to use technology as an instructional strategy, all of our teachers could benefit from ongoing, embedded, professional learning in this area. Our teachers will also need ongoing professional learning and training in how to effectively utilize the learning management system called CANVAS, in the classroom.

# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## **Employee Data**

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

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

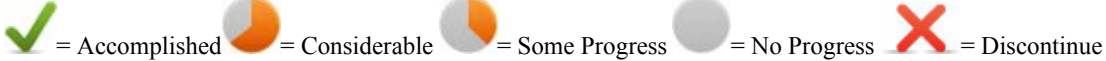
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1: RJW will be a fiscally responsible campus.**

**Performance Objective 1:** RJW is a fiscally responsible campus

**Summative Evaluation:** Monthly monitoring

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Facilitate monthly meetings to review campus expenditures	1, 2, 10	Principal; Secretary	Budget meetings held and scheduled				
	Funding Sources: Local						
2) Review and approve purchase orders on an as needed basis through the Skyward program	1, 2, 10	Principal	Stay within budget allotment				
	Funding Sources: Local						
							






## Goal 2: Dedicated in supporting all families at school and at home for life-long learning success by maintaining ongoing open communications with students, parents, staff, and community

**Performance Objective 1:** RJW is dedicated in supporting all families at school and at home for life-long learning success by maintaining ongoing open communications with students, parents, staff, and community

**Summative Evaluation:** Ongoing

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Incorporate school-wide activities, workshops, and technologies that involve RJW parents and the community as a whole throughout the school year	1, 2, 6	Administrators	Sign-in sheets and flyers				
	Funding Sources: Title I, Local, SCE						
2) Improve parent and community attendance to events, as compared to attendance during the 2015/2016 school year, in order to enhance the learning environment as well as home/school relationships	1, 2, 6	Administrators	Sign-in sheets and flyers				
	Funding Sources: Local						
3) Provide activities such as: registration days, roundup, field days, feasts, Kindergarten Graduation, and classroom/campus visitations to ensure a smooth transition for children into the public school system, in the next grade level, or to their new campus of promotion	6, 7, 8	Administrators; Teachers	Attendance at events				
	Funding Sources: Local, Title I						
4) Encourage parents to volunteer and participate in a variety of school activities. (ESL Night, Book Fairs, programs, classroom assistance, field trips, Reading/Math night, Carnival, Parent Involvement Committee, etc.)	1, 6	Administrators, Teachers and Staff Members	Formative: VSoft daily roster of sign in sheet for parents Summative: Increase 5% of the total number of parents volunteering from the sign in sheet the previous year, increased parent participation, improved student performance				
	Funding Sources: Local, Title I						
5) Offer parent conferences during the school year to help build the home school relationship and to inform parents of how their child is performing in school. Day and evening opportunities will be offered. Teachers will use this time to discuss individual strengths and areas that need improvement. The teacher will offer suggestions on strategies to improve reading and math skills at home.	1, 3, 6	Administrators; Teachers	Parent communication logs				
	Funding Sources: Local						
6) Schedule ESL night to inform our ESL parents of our program and provide the parents a platform for sharing their needs with the school	1, 2, 6	ESL Coordinator; Campus Administration	Sign in sheets and end of year parent survey				
	Funding Sources: Local, Title III, ESL-Local						
7) Schedule Title 1 night to inform our Title parents of our program and provide the parents a platform for sharing their needs with the school	1, 2, 6	Campus Administrator	Sign-In sheets and end of year parent survey				



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>8) Promote daily attendance in school by providing class and individual attendance rewards when 96.5% attendance is reached. Classes will receive a reward for every 20 days their class obtains 96.5% attendance. Individual students will earn a yard sign to be placed in their yard when 96.5% attendance is earned in a 9 weeks. Individual students will earn an additional star to place on their yard sign each 9 weeks they obtain the attendance goal.</p>	1, 2	Campus administrators, attendance clerk and teachers	ADA reports				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

### Goal 3: Providing instructional leadership and quality professional development for all staff






**Performance Objective 1:** RJ Wollam provides instructional leadership and quality professional development for all staff.

**Summative Evaluation:** 100% of staff will maintain highly qualified status for the 2016 - 2017 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Provide weekly curriculum planning with administrators that systematically plans for meeting the academic expectations of the state for all RJW students</p>	1, 2, 4, 9, 10	Campus Administration Classroom Teachers Campus Reading and Math Coaches as needed	Planning sheets and lesson plans				
				Funding Sources: IMA, Local, Curr&Inst			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide monthly data meetings-Administrators and C &amp; I Specialist collaborate openly with campus personnel on a regular basis focusing on progress and below level students</p>	3, 8	Principals, Campus Reading Coaches, Instructional Support Personnel, and district Curriculum Specialists	Data monitoring walls tracking student progress and lesson plans				
				Funding Sources: Local, Curr&Inst, IMA			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Continue training teachers in the implementation of a balanced literacy approach in the classroom, guided math groups, numeracy, math fluency, and effective questioning strategies, science and social studies</p>	1, 2, 3, 5, 7, 9	All staff, Administrators, Curriculum and Instruction Dept	Sign-in sheets from power planning, frontloading and evidence of instructional strategies in walk throughs and observations, student performance				
				Funding Sources: Local, Title I, IMA			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>4) Continue to use Writing Units of Study by Lucy Calkins and provide training to K-2 teachers on Writer's Workshop model</p>	1, 2, 4, 8, 9	ELAR curriculum specialist Campus administrators	Weekly lesson plans Walk-throughs with observation checklists Increased writing scores				
				Funding Sources: Local, Title I, Title III			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide PD for science lead teachers to attend training through Region IV focusing on Earth and Life Science to improve overall science instruction in order to meet or exceed grade-level standards and ensure post-secondary readiness</p>	1, 3	Administrator and curriculum specialist	Student achievement data				
				Funding Sources: Local			

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Provide the ESL administrative cadre with multiple sources of student data and data analysis opportunities</p>	3, 4	Coordinator of Accountability and Assessment, LPAC Administrators, Instructional Specialists and Coaches	Walk-throughs, assessment data, surveys, DRA, Istation, TELPAS, STAAR, classroom grades, LPAC data sheets; meet twice in the Fall and once in the Spring after MOY benchmark testing. (1st meeting held August 29, 2016)				
Funding Sources: Local, Title I, Title III, ESL-Local							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) Provide the ESL administrative cadre with professional development opportunities; Seidlitz (Sheltered Instruction), LPAC and ELPS</p>	3, 4	Coordinator of Accountability and Assessment and LPAC Administrators	Walk-throughs, assessment data, DRA, Istation, surveys, TELPAS, STAAR, classroom grades, LPAC data sheets				
Funding Sources: Local, Title III, ESL-Local							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Provide teachers coaching and guidance in the classrooms about how to best provide second language acquisition support for ESL students, Sheltered Instruction and ELPS training</p>	3, 4	Instructional Specialists and Coaches	Walk-throughs, assessment data, DRA, Istation, surveys, TELPAS, STAAR, classroom grades, LPAC data sheets				
Funding Sources: Local, Title III, ESL-Local, IMA							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>9) Provide teachers with professional development opportunities. Seidlitz strategies learned by ESL Administrative Cadre, ELPS for new staff and LIAG support for all ESL teachers</p>	3, 4	Coordinator of Accountability and Assessment, LPAC Administrators, Instructional Specialists and Coaches	Walk-throughs, assessment data, DRA, Istation, surveys, TELPAS, STAAR, classroom grades, LPAC data sheets				
Funding Sources: Local, Title III, ESL-Local, IMA							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>10) Maintain 100% highly qualified staff by participating in professional development that enhances their strength, instructional expertise and learning environment which includes: mandates training of Texas Behavior Support Initiative, Food of Minimal Nutritional Value and Safe Schools videos. Being an ESL campus we provide professional learning in the ELPS, Sheltered Instruction and PLD. We have also added co-teach as well as accommodation and modification training for those working with special education students.</p>	3, 4	Principal, HR Department	Formative: Mentor training, evidence of faculty implementation of professional development sessions during walkthroughs and TTESS evaluations as well as an increase in student performance Summative: Improve retention rate of "highly qualified" teachers, Teacher Certificates indicating all are Highly Qualified; Paraprofessionals are all Highly qualified based on PACT exam maintain 100% of Highly Qualified status				
Funding Sources: Local, Title III							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>11) Provide training to teachers on the continued implementation of the district's RTI model</p>	1, 2, 3	Administrators, Faculty, Instructional staff	Students identified in Tier 1, 2, and 3 reflect positive progress in meeting identified goals as indicated by progress monitoring				
Funding Sources: Local, Title I							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>12) Document and clarify RTI process for academic and behavioral concerns</p>	8, 9	Director Special Programs and Campus Administrators	Formative: Meeting summaries Folders available in shared drive  Summative: A written RTI plan for the RTI process for academic and behavioral concerns				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>13) Provide Co-Teach training to all required teachers (Gen Ed and SPED) and provide ongoing feedback to teachers using CWTs</p>	1, 2, 3	Director and Coordinator of Special Programs; SPED Admin	Co-Teach Training September 1, 2016 (Completed) Ongoing CWTs; feedback				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>14) Provide accommodation and modification training to all staff; provide training to all paraprofessionals about instructional and behavioral interventions</p>	1, 2, 3, 4	Director and Coordinator of Special Programs/SPED Admin	Formative: Sign in sheets Summative: Walk Through Observations- weekly Increased student achievement				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>15) Provide 504 legal training to all counselors and have the counselors train their staff on accommodation plans and 504 requirements (trainer of trainer model)</p>	1, 2, 3	Director and Coordinator of Special Programs; 504 Coordinators	Sign-in sheets and agendas				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>16) Provide a trainer of trainer model in collaboration with campus RTI administrators to train district staff in regards to the RTI process, the various tier interventions, and district expectations</p>	8, 9	Director and Coordinator of Special Programs; RTI Admin	Sign-in sheets and agendas				
Funding Sources: Local, Title I							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>17) Train all teaching staff with the required 30- hour initial Gifted and Talented education training as outlined by the state and maintaining the required annual 6-hour update</p>	3, 4	GT Coordinator	Formative: Implementation of strategies Summative: 100% of staff will be highly qualified and trained in 30 hours of GT				
Funding Sources: Local, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>18) Train PEIMS data-entry personnel as needed to maintain accurate records</p>	3, 4	Peims Coordinator; Campus Administrators	Formative: 6 weeks reporting Summative: End of Year reporting				
Funding Sources: Local							

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>19) Utilize Eduphoria and LMS systems to reflect, regulate, and evaluate ongoing professional development for the RJW campus</p>	3, 4	Curriculum department and administrators	<p>Formative: walk-through data showing improved teaching practices</p> <p>Summative: Students achievement data</p>				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>20) Continue Curriculum Specialist and LPAC Administrator data review conferences with ESL teachers focused on individual student data and intervention (create systems to make this happen)</p>	3, 4	Instructional Specialists; LPAC Administrator	Walk-throughs, assessment data, surveys, TELPAS, STAAR, classroom grades, LPAC data sheets				
Funding Sources: Local, Title III, ESL-Local, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>21) Provide monthly Power Planning sessions where teachers are provided 100 minutes of planning with the entire grade level; half of the time will be dedicated to a curriculum instructional focus and the other half will be planning for the upcoming week</p>	1, 3, 4	Campus Administrators, Instructional Specialists	Lesson plans and agendas				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>22) Provide one full day of Frontloading for K-2 teachers once a 9 weeks to frontload curriculum for the upcoming 9 weeks to ensure alignment with the TEKS and among the entire grade level</p>	3, 4	Campus Administrators, Instructional Specialists	Lesson plans and agendas				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

## Goal 4: Aligned to support students through rigorous curriculum, instruction, and leadership

**Performance Objective 1:** RJW is aligned to support students through rigorous curriculum, instruction, and leadership

**Summative Evaluation:** Ongoing


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Improve the academic progress of all student populations (Reg. Ed., Spec. Ed., Eco. Dis., ESL, GT., and At Risk)</p>	1, 2, 9	Administrators, Instructional Coaches, Classroom Teachers, District Curriculum Specialists	Integrate activities, programs, innovative instructional strategies and technologies in order for all RJW students to participate in a richly developed curriculum (Reading, Writing, Math, Science and Social Studies)				
				Funding Sources: Local, Title I, SCE, Title III, IMA			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Improve student and staff attendance by providing incentives and motivational activities to increase student achievement</p>	1, 2, 3, 5, 9	Administrators, Counselors, Classroom Teachers	Student attendance rate of 96.5% or higher for the year				
				Funding Sources: Local			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>3) Facilitate the implementation of Professional Learning Communities and collaboration addressing the 5 focus areas: ESL/LEP performance, Spec. Educ performance, Econ. Disad performance G.T. performance and Writing across the content areas</p>	1, 2, 3	Campus Administrators, Instructional Coaches, Classroom Teachers, and District Curriculum Specialists	Lesson plans and curriculum based assessments will align with IPGs; test scores increase and reflect horizontal and vertical alignment; rigor, teaching strategies, and depth of content tweaked when needed based off the conversations in these meetings; meeting agendas and sign in sheets will serve as formative assessments; increase in student performance will serve as a summative evaluation of this process				
				Funding Sources: Local, Title I, Curr&Inst, IMA			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Support implementation of instructional walks-throughs and strategic mentoring of faculty members in need through instructional coaches already in place on campuses</p>	2, 3, 8, 9	Campus instructional coaches, campus administrators	Coaching feedback forms, TTESS, walk-throughs				
				Funding Sources: Local, IMA, Curr&Inst			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Hold regularly scheduled new teacher meetings to discuss and review instructional strategies, campus procedures, routines, ideas, etc. new teacher meetings are conducted by the principal and administrative staff</p>	1, 2, 9	All teachers, Administration, Instructional Coaches	Implementation of strategies, portfolio additions, administration walk throughs. Summative: Increased test scores and a reduction in retention rates. Retention rate improves for teaching staff				
				Funding Sources: Local			

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Provide professional development for faculty and staff based upon student performance data and campus based faculty survey (i.e., The First 20 days, Writers Workshop, Balanced Literacy Institute, Guided Math)</p>	1, 2, 3, 8, 9	Principal, Curriculum Specialists, Instructional Coaches	Observation, implementation in classroom and increased scores on 9 week assessments; increase in DRA and CBA test scores from 2016-2017 school year				
Funding Sources: Local, Title I, IMA							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) Ensure the implementation of Balanced Literacy including: Reading Workshop-Reading Mini-Lesson, Independent Reading, Guided Reading Instruction with Literacy Work Stations, Focus Poetry, Shared Reading, Read Aloud, Phonemic Awareness and the Writing Workshop component with Writing Mini Lesson, Independent Writing, Small Group Instruction, Writing Conferences, and the Closing/Reflection for Writer's Workshop</p>	1, 2, 3, 9	Teachers, Administrators, Instructional Coaches, Instructional Support Staff	Formative: Daily class schedules, Walk-through, Monthly meetings Summative: 2% increase in student scores on Istation, DRA, District Benchmarks, 9 weeks assessments, and ongoing progress monitoring devices				
Funding Sources: Local, Title I, IMA, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) Continue implementation of student writing portfolios K-2 to collect 4 writing samples per year of various writing genres from on-demand independent writing assessments</p>	1, 2, 9	Teachers, Campus administrators, District writing portfolio review team	Ongoing throughout year with mid-year checkpoints and end-of-year portfolio audit, writing portfolio checklists, teacher input/interviews, increased writing scores				
Funding Sources: Local, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>9) Purchase grade-level specific mentor texts to address every Fig. 19 skill and readiness standard for grades PK-5; each mentor text will become a foundational lesson scripted in focus mini-lesson format</p>	9	Principal and Curriculum Specialists	Foundational lessons, SFISD Mini-lesson template, weekly lesson plans, walk-throughs with observation checklists, increased student, achievement data				
Funding Sources: IMA, Local, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>10) Ensure the implementation of Guided Math components, Math Talks/Number Talks, Mini-Lessons, and high quality math learning stations and small group instruction geared to independent performance levels for all students as measured by formal and ongoing math progress monitoring devices</p>	1, 9, 10	Teachers, Instructional Support Staff, Administrators	Formative: Classroom performance and ongoing progress monitoring devices, walkthroughs  Summative: Increased student performance on Curriculum Based Assessments and Ongoing Progress Monitoring Devices				
Funding Sources: Local, Title I, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>11) Establish a consistent schedule to identify when elementary students are receiving Social Studies and Science instruction</p>	1, 2	Principals, teacher leaders	Monitoring of master schedule				
Funding Sources: Local							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>12) Use the Science Lab and materials to expose students to science lab activities (80% hands on) to improve their science knowledge for future coursework and STAAR assessment in 5th grade.</p>	1, 2, 9	Administrators, Science Curriculum Coordinator, Science Lab teacher, and Teachers	Science grades, Science Lab results, Lesson plans Summative: Student performance will improve on 5th grade STRAAR results.				
Funding Sources: Local, IMA, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>13) Disaggregate data within 5 days of DRA administration; instructional support personnel will review data and strategically place instructional support during guided reading and intervention times according to student needs</p>	1, 2, 3, 8	Teacher and paraprofessional support	Reading logs/running records, BOY, MOY Istation, Increased student performance 9 week assessments and progress reporting Summative: Increased student performance on cumulative curriculum assessments, benchmarks, reduction in retention rates, increased student performance on report cards				
Funding Sources: Local, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>14) Maximize in class support for students not performing at grade level and indicated for a high level of in-class support</p>		Campus Administration, Behavior Specialist, Classroom Teachers, Counselors, Reading Coaches, Instructional Support, Special Education Teachers	Teachers, coaches and paraprofessional schedules				
Funding Sources: Local, Title I, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>15) Conduct RTI/Tier meetings monthly for any student not performing at the level of expectancy; instructional support personnel will conduct ongoing progress monitoring targeting student performance gap closure</p>	1, 2, 9	Teachers, Administrators, Instructional Support Staff	Formative: daily observations, Running Records, Ongoing progress monitoring device  Summative: increased student performance on curriculum based evaluations and DRA				
Funding Sources: Local, Title I, Title III							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>16) Achieve the Kindergarten Goal: By the end of the year, 90% of Kindergarten students will be meeting national reading standards (level 6) based on DRA</p>	1, 2, 8, 9	Teachers, Campus Administrator, Curriculum Specialists	Summative: EOY DRA report				
Funding Sources: Local, Title I, Title III							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>17) Achieve the First Grade Goal: By the end of the year, 90% of our First grade students will meet or exceed standards in reading on the CBA and be a level 18 on the DRA; all students will make a minimum of one year's growth and below level students in Tier II and III interventions will make accelerated progress in order to close the achievement gap</p>	1, 2, 8, 9	Teachers, Campus Administrator, Curriculum Specialists	Summative: EOY CBA and DRA scores will reflect 90% 1st graders will meet or exceed passing standards				
Funding Sources: Local, Title I, Title III							
<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>18) Achieve the second Grade Goal: By the end of the year, 90% of our Second grade students will meet or exceed standards in reading on the CBA and be a level 28 on the DRA; all students will make a minimum of one year's growth and below level students in Tier II and III interventions will make accelerated progress in order to close the achievement gap</p>	1, 2, 5, 9	Teachers, Campus Administrator, Curriculum Specialists	Summative: EOY CBA and DRA scores will reflect 90% 2nd graders will meet or exceed passing standards				
Funding Sources: Local, Title I, Title III							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>19) Ensure the implementation of Guided Math, Math Talks/Number Talks, and high quality Math Stations and their alignment with the curriculum</p>	1, 2, 9	Campus Administration, Instructional Coaches, Classroom Teachers, Campus GT Specialist, District Math Specialist	Daily Schedules, Walk throughs, TTESS				
Funding Sources: Local, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>20) Achieve the Kindergarten Goal: By the end of December, all Kindergarten students will be screened for GT</p>	10	Teachers, GT Coordinator	Formative: Raven screening sheets will be reviewed for qualifying students to be further tested				
Funding Sources: Local, Curr&Inst							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>21) Implement Pullout GT program, in-class support and PLC participation heightening the proficiency of differentiation and extension activities through learning stations for our Gifted population.</p>	1, 2, 10	Administrators, GT Specialist, Teachers	Lesson plans, learning stations, PLC reflections, Walkthrough Data and Student Performance Data.				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>22) Providing ESL students, parents and teachers supplemental materials for language acquisition and communication through interpreters and translated written materials</p>	1, 2, 9	ESL coordinator for campus, ESL teachers	ELL student communication in classroom will improve Summative: an increase in test scores for ELL students.				
Funding Sources: Local, Title III							






<b>Critical Success Factors</b> CSF 1 CSF 5  23) Integrating and exposing students to career and college readiness; enhancing their knowledge and understanding of future opportunities.	1, 2, 3	All teachers, Administration	Formative: Teacher Observation of increased student understanding of future opportunities. Summative: Increased awareness of attending college or career path selections.				
	Funding Sources: Local						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  24) Providing experiential field trips correlated with TEKS objectives taught in the classroom.	1, 2, 9	Teachers, Para Professionals, Instructional Support Staff Members	Attendance in field trips and greater understanding of these TEK objectives discussed in class as measured by journal entries. Summative: Increased performance in grade level TEKS objectives.				
	Funding Sources: Local						
							

## Goal 5: Creating a safe environment of respectful, responsible, and motivated individuals

**Performance Objective 1:** RJW continues to provide a safe environment of respectful, responsible, and motivated individuals

**Summative Evaluation:** Ongoing.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 2 CSF 6  1) Ensure student discipline referrals will accurately reflect student disciplinary needs	1, 2, 10	Campus Administrators, teachers	Number of referrals				
	Funding Sources: Local						
<b>Critical Success Factors</b> CSF 1 CSF 6  2) Implement positive behavioral intervention for identified students and utilize as an early intervention strategy to decrease problem behavior	1, 10	Teachers, Counselors, Campus Administration	Formative: Classroom visitation by Admin. Summative: 10% decrease in student office referrals.				
	Funding Sources: Local, Title I						
<b>Critical Success Factors</b> CSF 6  3) Implement TRIBE tokens as a school wide positive reinforcement system to foster increased on task and TRIBE character education behaviors	1, 2	Teachers, Faculty members, and Administration	Formative: Collection of TRIBE tokens, and a decrease in office and counselor referrals related to TRIBE traits. Summative: Incentives, Student of the Month, Faculty Member of the Month, Celebrations				
	Funding Sources: Local, Title I						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  4) Monitor of classroom instructional plans and ensuring they address a minimum of two TRIBE lessons per week	1, 2	All Teachers, Faculty members, and Administrators	Formative: Observations, walk throughs, lesson plans. Summative: Increase in character education attributes within the student and staff population.				
	Funding Sources: Local						
<b>Critical Success Factors</b> CSF 6  5) Publicly acknowledging TRIBE tickets, written out by teachers and/or employees, addressing individual student behaviors (specific to TRIBE behaviors and gives specific positive reinforcement)	1, 2	Teachers, Staff members, Administrators	Formative: Exclamation Points Summative: Increased character development behaviors from students; decrease of 2% in office referrals, increase in student on task behavior within the educational settings; heightened exhibition of TRIBE characteristics				
	Funding Sources: Local						
<b>Critical Success Factors</b> CSF 6  6) Ensure Counselors address bullying and other pertinent issues with the student body. Emphasis will be placed on prevention and intervention	2	Counselor, All teachers	Formative: Counseling of topic within the classrooms. Summative: Evidence of positive and supportive behaviors exhibited throughout the school; 2% less office referrals relating to this topic				
	Funding Sources: Local, Curr&Inst, Title I						

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>7) Ensure students participate in activities and programs involving school safety (Drug Awareness Week, Red Ribbon Week, Bus Safety Week, Bully Awareness Week, Campus Crisis Prevention, Fire Prevention Training)</p>	1, 2	Counselor, SAFE Counselor, Administrators, Transportation	Formative: Schedule of activities Summative: Activities held and student participation observed during awareness weeks and Crisis prevention drills				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Continue the PAL mentoring program that assists students with building relationships, encouraging appropriate behavior, and academic support</p>	1, 2, 9, 10	Counselor, PAL Coordinator, Selected Teachers, Pal Student Participants	Formative: Grades, behavior, attendance Summative: Increase in grades, improved attendance, decrease in office referrals				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>9) Implement and practice emergency procedures for Crisis Prevention Plan throughout the year for increased safety (fire drill, bus evacuations, lock down, etc.)</p>	1, 2	Administration, Crisis Management Team	Formative: Implementation of plans, observation Summative: Evidence of safety among students and staff; fire drill and safety drill records				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 6 CSF 7</p> <p>10) Conduct staff surveys in ensuring the existence of a safe, positive work environment</p>	1, 2	Admin. based on survey response.	90% of staff convey evidence of a safe, positive, work environment				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>11) Ensure that RJW's students receive direct, positive TRIBE character instruction</p>	1, 2, 8	All staff	Formative: Lesson plan evidence Summative: Teacher Survey				
Funding Sources: Local, Title I							
<p align="center"><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>12) Ensure that by December, our profound behavior students will receive intensive social skills lessons to decrease the frequency of disruptive behaviors</p>	1, 2, 8	Teachers; Administrators	Formative: Classes will take place weekly Summative: Number of referrals for our profound behaviors students will decrease				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>13) Ensure that by May, 90% of our staff will indicate by Survey Monkey that discipline at RJW is proactively addressed in the classroom setting, consistently implemented with consideration of individual student needs, and supported by campus administration</p>	1, 2, 8	Teachers, Administration	Survey results				
Funding Sources: Local							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

# Title I

## Schoolwide Program Plan

RJW's school-wide Title 1 program include:

- Implementation of a vertically aligned Handwriting program Pre K - 2 that is continued through grade 3
- Implementation of Balanced Literacy in English Language Arts
- Implementation of Guided Math
- Implementation of an integration between Language Arts and Social Studies using mentor texts.

An "Assurance Statement" is included in each Campus Improvement Plan to ensure current policies and procedures of the Texas Education Code are maintained and followed regarding Section 11.253, Campus Planning and Site-Based Decision-Making Procedures. The SFISD has policies and procedures in place to provide for campus-level planning and decision-making committees, as required by TEC.

Each school year, the principal of each school campus with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051, and any other appropriate performance measures for special needs populations. The campus-level committee has been elected/selected in accordance with board policy and includes all appropriate and mandated representatives. A list of the members of the campus-level committee has been included in this document. The principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program, as outlined in the campus improvement plan.

### **Each campus improvement plan must include strategies to address:**

- The academic achievement for each student and student groups;
- The campus performance objectives based on the TAPR report, including objectives for special needs populations and students in all special programs (for example: BE/ESL, Special Education, Section 504, Economically Disadvantaged, At-Risk, GT, low performing and Homeless);
- Strategies for improvement of student performance, including instructional methods for addressing the needs of student groups not achieving their full potential (including students typically exempt from measures used in the TAPR), methods for addressing the needs of students for special programs, dropout reduction, discipline management, staff development for professional staff, career education, and accelerated instruction;
- The program offerings funded by federal and state supplementary funds for all special populations, including entrance and exit criteria for special programs and how the campus goals will be met for each student;
- The coordination of services, funding, and for all special populations;
- The resources needed to implement the plan;
- Measurable progress toward the objectives to ensure the plan is resulting in academic improvement for all students (including formative and summative assessments of the plan and specific dates to begin and end the strategy)

- Goals and methods for increasing the use of technology for staff and students
- Goals for “transitioning” students from one campus or one grade to another
- Goals and methods for violence prevention and intervention on the campus, including campus discipline management plans
- Goals and methods for decreasing discipline referrals
- Goals and methods for increasing student attendance
- Program provisions to encourage parental/community involvement at the campus
- Goals and methods to ensure that all teachers and paraprofessionals within the school are “highly qualified” at hiring of each year (including professional development and mentoring programs; mandated CPR, TBSI and FMNV training; also including certification incentives for continuing education)
- Procedures to ensure that mandates regarding FMNV and immunizations are followed
- Procedures to ensure that data used for the PBMA system is authentic and maintains “data integrity” standards

### **Homeless Education Plan for Title 1 Services to Children:**

- Transportation services to school
- Access to all school facilities and services
- Free breakfasts and lunches
- Clothing for compliance with SFISD’s dress code
- All necessary school supplies

Homeless Liaison: Lois Henderson Jones [lois.jones@sfisd.org](mailto:lois.jones@sfisd.org)

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

#### **Student Strengths:**

Student strengths, based on the Texas Education Agency's State of Texas Assessments of Academic Readiness-**STAAR** assessment in the spring of 2016, R. J. Wollam (paired with Dan Kubacak Elementary) Met Standards on Student Achievement, Student Progress, Closing Performance Gaps, and Post Secondary Readiness. Data has been collected and scores for all students and student populations are provided in “Appendix A: Three-Year Student Performance Results” in this document. Based on staff observations, performance on developmental reading assessments, readiness tests, benchmark exams, state-mandated tests, district cumulative curriculum exams, standardized achievement tests, teacher-made tests and report card grades are above average and the students are generally well disciplined. As documented by the above-mentioned performance items, student performance is indicative of their ability and potential to learn the state-mandated STAAR (State of Texas Assessment of Academic Readiness).

### **2: Schoolwide Reform Strategies**

RJW is implementing the following school-wide reform strategies:

- Implementation of Balanced Literacy, vertically aligned throughout the elementary campuses
- Implementation of a vertically aligned Handwriting Program in grades Pre-K through 2nd on campus
- Incorporation of mini-lessons during Balanced Literacy instructional time
- Collaborative planning teams - PLCs (Professional Learning Communities)
- Creation of and facilitation of student growth charts according to their DRA Professional Development Sessions offered: Mini Lesson training, First 20 Days Training, Developmental Reading Assessment administration training
- Implementation of Guided Math, high quality math talks and learning stations

### **3: Instruction by highly qualified professional teachers**

100% of the teachers and paraprofessionals at R. J. Wollam Elementary are highly qualified.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

RJW is facilitating or attending the following professional development sessions:

- Vertically aligned Handwriting Program in grades Pre-K through 2nd on campus, professional development by District Elementary Literacy Specialist
- Literacy Curriculum planning for the 2016-2017 school year
- Getting Started with Writer's Workshop professional development by District Elementary Literacy Specialist
- Balanced Literacy Institutes professional development by District Elementary Literacy Specialist
- First 20 Days - 2016 Style professional development session provided by District Elementary Literacy Specialist
- Mini-Lesson sessions for student planning with Reading Coaches
- Guided Math training and math learning stations professional development provided by curriculum specialists
- Math Talks and continued Guided Math professional development training provided by curriculum specialists
- To promote facilitated leadership upon the campus, coaching strategies, and professional learning communities campus professional are attending the Learning Forward Conference 2016
- Co-teaching training for general education and special education teachers

### **5: Strategies to attract highly qualified teachers**

Continues to implement an on-site day care program where by children of district personnel attend school along with PPCD students. This on-site day care program benefits staff members as their children's needs are met while school is in session as well as during in-service days.

RJW Elementary offers current, research based, scientifically proven professional development sessions to maintain and heighten our faculty members instructional skills.

Foster distributive leadership, professional learning communities and an ongoing progressive instructional practice, as well as, a positive growth mindset promoting a culture rich in collaboration both in adult and student centered learning.

Facilitate safe security measures to meet both the needs of students and staff in order to provide both with the most secure and safe learning and work environment possible. Monthly drills are executed encompassing targeted areas such as: Fire, Storm, Emergency Lock Down, Suspicious Packages, Intruder Drills, and identification scanning for sexual offenders. Background checks are conducted for staff and parents who volunteer on campus or attend field trips. These measures are implemented on a consistent basis and provide the staff and student body with a secure environment in which to work and learn.

## **6: Strategies to increase parental involvement**

Roy J. Wollam recognizes that a child's education is a responsibility shared by the both the school, community and family throughout the duration of their educational experience. To support our goal of educating all students effectively, the schools and parents must work together as collaborative partners. Parents are an integral component of a school's ability to ensure the educational success of their children. The school provides differentiated instructional strategies geared to meeting the diverse learning needs of all children. SFISD acknowledges that engaging parents is essential to improve student achievement and that schools should foster and support active parental involvement.

The RJW Parent Involvement Plan, established in collaboration with the District Educational Improvement Committee (DEIC), the District's Parent-Teacher Organization (PTO), and the Administrative Cabinet, includes programs and practices that enhance parental involvement and reflect the special needs of students and their families.

It is the goal of RJW to assure an ongoing partnership between families, communities, and school. We believe such a partnership is fundamental to the academic and social success of students. From this partnership a support will evolve that will have a positive effect on student achievement and will produce a sense of cooperative responsibility in ensuring excellence in the educational process.

The campus actively supports and solicits parent and community volunteers. Parents are partners with educators, administrators, and school district Boards of Trustees in their children's education. Parents are encouraged to actively participate in creating and implementing educational programs for their children (TEC, 26.001a). The District employs a Parent/Community Volunteer Liaison to assist in encouraging volunteer support in district schools.

In response to our stated commitment to active parental involvement and in compliance with the legal requirements of the No Child Left Behind Act of 2001, Santa Fe Schools establishes the following parental involvement plan.



## Family Engagement Goals

**To ensure greater opportunities for student success, the SFISD will strive to:**

- Increase attendance
- Increase family involvement in our schools
- Improve literacy skills across the curriculum

**To establish positive working relationships between educators and families of all student groups, district and campus staff will (1) provide parents with the knowledge and skills to assist their children's learning at home, and (2) provide parents with information to access school and community support services to advance learning and healthy development for children, youth, and families. This goal will be accomplished through these activities and/or services:**

- Attendance
- Bully Proofing/Caring Communities
- Campus/District AEIS Public Meetings
- Character Education
- Community and Business Donations
- District Educational Improvement Committee
- Fire Safety Demonstrations
- Food, Clothing, and Toy Drives During Holidays
- LPAC Meetings for Limited English Speakers
- Nurses' Vision, Hearing, Scoliosis Screenings
- Parent – Teacher Organization
- Parent Visitations to Campuses and Classrooms
- Penny Drive for Charity
- Red Ribbon Week Activities
- School Fundraisers
- Special Education Conferences and ARD Meetings
- Special Olympic Activities
- Student Recognition Nights Sponsored by the SFISD Board
- Substitute Teacher Orientation and Training for Highly Qualified
- Math and Reading Parents Night
- Transportation Safety Week

- United Way Donation Drive
- Volunteer Programs

**To establish strong parent involvement activities in grades PK – 2, school staff will involve parents in appropriate training for service in voluntary instructional and support roles at schools. Parents will be invited to become active participants in their child’s learning at every grade level, including membership in a variety of organizations. This goal will be accomplished through these activities and/or services:**

- Art Students’ Participation in Galveston County Fair and Houston Livestock Show
- County Health Fairs
- Dyslexia Parent Meetings
- GT Parent Meetings and Parent Survey
- Graduation Ceremonies – Kindergarten
- Holiday Lunches on Campuses
- Libraries Host Book Fairs
- Lunch With Students
- Meet the Teacher Nights
- Open House Events
- Mark Kilroy Foundation/SAFE Organization
- Red Ribbon Week Activities
- Summer School Programs, Grades PK-12
- Teachers Submit Book Orders for Parents
- Title I Parent Meeting and Parent Survey
- ESL Parent Meeting and Parent Survey
- Tutors for Inclusive Intervention Model
- Volunteer Recognition Activities

**To establish diverse communication channels between school and families, district and school staff will use a variety of strategies and methods to promote clear, consistent, and effective two-way communications between staff and parents. This goal will be accomplished through these activities and/or services:**

- Parent Conferences Scheduled Through Early Release Days to discuss student performance.
- Communication Notebooks for Students With Special Needs
- Call outs with School Messenger both in English and Spanish.
- Email, Text campus wide communications through Skyward
- Daily Conference Times Upon Request
- District/Campus Newsletter
- District and Campus Websites and Web page
- Elementary Student Organizational Binder

- Email Communication
- Interpreters, Including Sign Language
- Marquees Informational Posting
- Monthly Cafeteria Menus Provide
- Skyward for Student Grade Access
- Parental Contact for Students Requiring Additional Assistance
- Progress Reports and Report Card
- News Releases to Media
- Notifications to Parents of Programs, Activities, Event
- Student/Parent District Handbook

### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

PPCD/SOAR/Pre-K programs are implemented at RJW to facilitate children transitioning into the public school setting.

- The SFISD Early Childhood liaison coordinates with the Galveston County Early Childhood Intervention program to schedule transition conferences to fully inform families of the possible services available at Wollam Elementary School.
- Wollam Elementary School provides a half day Pre-Kindergarten program to facilitate the transition of young pre-school aged children into public education.
- Child Find activities are also conducted on a quarterly basis to ensure identification and provision of services if eligibility criteria are met.

### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

RJW emphasizes teacher input in all campus based decisions including but not limited to curriculum development, academic assessments, student achievement, parent involvement and communication, and the overall instructional program.

Teachers are included in these decision making processes through:

- Leadership Team Meetings
- Grade Level Meetings
- Campus Improvement Team Meetings
- Curriculum Team Meetings
- Language Arts/Math/Science/Social Studies Cadres (Vertical Alignment)
- TRIBES Committee
- Professional Learning Communities

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

RJW implements a Tiered Intervention Program that provides interventions for students who are not making adequate progress with the general curriculum. Tiers I, II, and III are coordinated with the level of intervention provided to the student. Tier I provides in class intervention and support from the general education teacher, Tier II provides targeted in class intervention or support from Instructional Support Staff, and Tier III provides targeted out of class intervention support from Instructional Support Staff, Dyslexia Intervention, and/or Special Education. These tiers address academic areas and behavioral concerns.

## **10: Coordination and integration of federal, state and local services and programs**

**You MUST also list entrance/exit criteria for all SCE and federal supplemental programs.**

- Student Success Initiative Coordinator
- Student Success Initiative programs - tutoring, extended time, in-and-after school acceleration
- Use of technology for attendance, grade recording, and data analysis
- Writers Workshop
- Character Education
- Science Labs
- GT Training
- GT Extension during Intensive Intervention
- State Comp Ed funding for low performing students
- Inclusion Strategies, Instructional support personnel
- Morning Care (for PK-5)
- After-School Day Care
- Attendance Officer
- School District Police Officer
- District Social Worker
- Red Ribbon Celebrations
- Support for students receiving free/reduced lunches (reduced fee summer programs; reduced fee day care in PK-6; late transportation for after-school tutorials)
- ISS, Detention, etc.

- Positive Behavioral Intervention Program
- Attendance incentives
- Title I school-wide program and staff
- Dyslexia Program
- Inclusion Strategies, Co-Teach Instruction
- Section 504 Supports
- ESL Program
- Assemblies, Celebrations, etc.
- PTO
- Response to Intervention
- TEKS Remediation
- Instructional Support Program (Inclusive Model)
- Entrance / Exit Criteria for Supplemental Programs

### **Instructional Support Programs and Services**

The instructional support programs and supplemental services provided to students in Santa Fe ISD are designed to deliver interventions and support to students for both academic and behavioral concerns. Support programs/protections such as Tiered Intervention, Dyslexia, Special Education, Section 504, and Gifted and Talented are provided to students who meet specific criteria. In the Tiered Intervention Program, Dyslexia, Special Education, and Section 504 intervention programs/protections students are exited once they meet exit criteria, based on grades, CBAs, Benchmarks, State Assessments, other achievement data, etc.

### **Instructional Coaching**

The emphasis on inclusion and access to the general curriculum for all students has resulted in the need for professional development that addresses the varied instructional needs and learning styles of all students in the general education classroom, as well as facilitating the integration of student with disabilities into the general education setting. RJW's two Reading Coaches in conjunction with the district Curriculum Specialists support provide professional development that addresses the needs of the faculty and individual teachers, as it pertains to instruction for the students in his/her classroom, allowing them to meet the needs of all students. RJW's two Reading Coaches and the district Curriculum Specialists collaborate with teachers and staff by providing individualized professional development. RJW's two Reading Coaches and Curriculum Specialists in the district, provide research-based practices that include teaching, modeling, and on-going support for teachers.

### **Campus Based Instructional Support Team**

The Campus Based Instructional Support Team (IST) is a group of individuals on a campus who are knowledgeable about a student who is experiencing academic or behavioral difficulties. The team includes the student's parents, teacher, instructional support personnel, counselor, administrator, as well as any other personnel who knows the student and can contribute to the decision making and planning process. The purpose of the team is to develop an intervention plan based on the individual student's needs and strengths that will assist the student to be successful academically and behaviorally.

## **Response To Intervention (RTI)**

The Response to Intervention (RTI) Program for Students is an intervention program that provides assistance for students who are experiencing academic or behavioral difficulties in school. RTI is structured so that when a student begins to demonstrate signs of academic or behavioral difficulty a strategic plan is developed and implemented to address these concerns. The program is structured in three stages that begin with varied instructional strategies implemented in the classroom by the student's teacher. If the student continues to experience difficulty, the Instructional Support Team (IST) meets to determine steps to develop and implement strategic interventions in the classroom based on the specific needs of the student. This process begins with data collection and assessments used to identify specific academic and/or behavioral needs. Data collection and progress monitoring is ongoing as the program is fluid, and students may move up or down in the stages based on the concept being taught and the individual needs of the student.

The student's exit from this program is decided by the RTI committee and is based on data collection, progress monitoring information, performance on classroom achievement and the state's grade level expectancy.

## **Special Education**

Special Education services are provided for students who meet eligibility criteria as a child with a disability under the Texas Education Agency and the Individuals with Disabilities Education Act (IDEA). Children may be referred for evaluation by a variety of sources, including, but not limited to, the Campus Instructional Support Team, a parent, a physician, a teacher, or an early childhood intervention agency (ECI). Specific guidelines delineate time lines for the evaluation, written report, and Admission, Review, and Dismissal (ARD) meeting. A multidisciplinary team conducts an evaluation. The results of the Full Individualized Evaluation (FIE) determine if a student meets the criteria for a disability as defined by state and federal law; however, student's ARD committee makes the eligibility determination based on the FIE. Eligibility categories set forth by the Texas Education Agency are AU-Autism (including all Pervasive Developmental Disorders), VI-Visual Impairment, AI-Auditory Impairment, ED-Emotional Disturbance, ID-Intellectual Disability, OI-Orthopedic Impairment, OHI-Other Health Impairment, LD-Learning Disability, SI-Speech Impairment, TBI-Traumatic Brain Injury, DB-Deaf/Blind, MD-Multiple-Disabilities, and NCEC-Non-Categorical Early Childhood. Students who meet eligibility requirements are provided with an individualized education plan (IEP) based on the individual student needs and the FIE. At times, relevant members of the IST may also be members of the Admission, Review and Dismissal (ARD) Committee who make instructional, placement, and related services decisions for the student

The ARD Committee meets annually or more often as appropriate. Each year the ARD committee evaluates the student's progress and develops a plan for instruction and related services. Once a student no longer demonstrates an educational need for special education services, the ARD Committee requests an FIE to determine continued eligibility.

## **Dyslexia**

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulty with accurate and/or fluent word recognition, poor spelling and decoding abilities. Students, who display an average ability to learn in the absence of print, and have received adequate instruction and specific interventions to address their reading difficulties, yet continue to struggle with some or all facets of reading and spelling may receive a Full Individual Evaluation that includes specific evaluation to determine the need for Dyslexia services. The FIE will determine eligibility for the Dyslexia program and/or Special Education. The ARD committee will develop a plan for students meeting eligibility criteria for Special Education. For students determined as

Dyslexic only, the 504 Committee will develop the Dyslexia Intervention Plan. The Dyslexia Intervention Program meets the state criteria for instruction for students with dyslexia. Students are taught through multi-sensory techniques using the three pathways: visual, auditory, and kinesthetic. Students remain in Dyslexia instruction for one to four years and are exited based on specified criteria, at which time they are monitored for one year.

## **Section 504**

Section 504 of the Rehabilitation Act of 1973 is not a program but a civil rights law designed to eliminate discrimination on the basis of disability. Section 504 guarantees certain rights to individuals with disabilities, including the right to full participation and access to a free and appropriate public education (FAPE) to all children. Section 504 requires the provision of appropriate educational services and accommodations that are designed to meet the individual needs of qualified students. Services and accommodations are intended to allow students to equally participate in all aspects of the educational setting. Essentially, Section 504 is designed to provide reasonable accommodations that ensure full participation for students with disabilities.

## **Gifted and Talented (G/T)**

Gifted and Talented students are students who perform at, or show the potential for, performing at a remarkably high level of accomplishment when compared to others of the same age, with similar experiences, or in the same environment. Students in the G/T program exhibit high performance capabilities in an intellectual, creative, or artistic area, possess an unusual capacity for leadership, or excel in a specific academic field. Students are identified as eligible for participation in the Gifted and Talented Program through a comprehensive identification process that utilizes multiple sources of data to determine eligibility. Once students are identified, services designed for gifted students facilitate the demonstration of skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity. Services at the elementary grades (K-5) are provided through both integrated and supplemental instruction.

## **ESL English as a Second Language Program**

Entrance into the ESL program is based on Woodcock Munoz testing and the LPAC committee. The test is administered if the Home Language Survey indicates that a language other than English is spoken in the home.

Students in the ESL program receive services in an inclusive classroom with certified teachers working with them across curriculum. The ESL teacher monitors the progress of the students every 9 weeks.

Students are not eligible to exit the program until the end of second grade. To exit the program at the end of second Grade, the Woodcock Munoz Oral Language Proficiency Test is administered. A student must score fluent in English on the assessment and score in the required percentile on an achievement test. The LPAC committee then makes their recommendation based upon this data.

## **Pre-Kindergarten Program**

The Pre-Kindergarten (Pre-K) Program is supported primarily by the district and stipulates the criteria by which a student may qualify. Entrance: Students must meet one of the following criteria to be eligible to participate in the program (1) Economically Disadvantaged – Must qualify for Free Lunch Program

and if openings exist past the first week of the school year; (2) Free and Reduced students may be contacted and placed on the roster based on availability, until the spaces fill; (3) English as a Second Language; (4) Have a parent actively serving in the military, or (5) Be designated as homeless. Additionally, all students must be 4 years old by September 1, of the Pre-K school year to qualify. Any additional Pre-K positions are filled based on availability.

### **At-Risk**

Rosters are completed for the At-Risk population at R. J. Wollam Elementary. Students qualify based upon criteria set by the state and federal guidelines. Exit criteria are also based upon state and federal guidelines. Teachers are informed of the students who are At Risk in their classroom and the services that those individuals will be receiving.

### **Before and After School Day Care**

SFISD offers before and after school day care for PK-5th grade students. This service is offered every morning and afternoon that school is in session. This is an at-will program managed by the Assistant Superintendent for Curriculum and Instruction. Creative Explorers is a licensed daycare overseen by Santa Fe ISD.

### **Summer School**

Summer school is offered free of charge to every student who is at-risk of failing math and/or reading. Summer school may also be used for those students who need skill strengthening to keep from regressing.



## 2016-2017 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Campus Administration	Michelle Pourchot	Principal
Campus Administration	Nick Boyd	Assistant Principal
Classroom Teacher	Lisa Bones	1st grade
Classroom Teacher	Candyce Castillo	2nd
Classroom Teacher	Michelle Van Essen	1st grade
Classroom Teacher	Andrea Lane	PK teacher
Classroom Teacher	Krystal Ostermayer	Kindergarten
Community Representative	Christy Norman	
Non-classroom Professional	Shannon Davidson	GT