

Santa Fe Independent School District
Wollam Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Roy J. 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

Where Children Come First

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Comprehensive Needs Assessment

Demographics

Demographics Summary

A CNA was held on July 23, 2018 to review both qualitative and quantitative data.

Santa Fe ISD currently supports more than 4,797 students. The district has seen a 6.34% increase in enrollment over the past 8 years with campus enrollment numbers mirroring this increase.

RJW had an average enrollment of 1,191 in 2017-2018 which is one less student than the previous year.

The percentage of At-Risk and Economic Disadvantaged students has increased due to Hurricane Harvey at all campuses. The Economic Disadvantaged percentage went from 48.27% at snapshot to 56.2% at the end of the year.

The district is comprised of approximately 76% White students, 21% Hispanic students, 1.5% 2 or more races, with 1.5% other races. Campus ethnicity mirrors the district.

The district attendance average in 2017-2018 was 94.09%. This percentage is down from the previous year due to several factors, one being Hurricane Harvey. Campus attendance percentages mirror the decrease seen at the district level.

RJW had an attendance average of 94.58% in 2017-2018.

As compared to the previous year, disciplinary incidents resulting in removal from the classroom increased at RJW but overall disciplinary incidents decreased.

Economic Disadvantaged: 526 students (465 in 2016-2017)

At-Risk: 281 students (302 in 2016-2017)

ESL: 50 students (43 in 2016-2017)

Special Education: 174 students (147 in 2016-2017)

Student Achievement

Student Achievement Summary

RJW DRA scores decreased from 84.25% in 2016-2017 to 77.56% in 2017-2018 in Kindergarten. RJW DRA scores decreased from 68.69% in 2016-2017 to 64.67% in 2017-2018 in first grade. RJW DRA scores decreased from 76.85% in 2016-2017 to 66.67% in 2017-2018 in second grade.

RJW I-Station results decreased from 87% in 2016-2017 to 70% in 2017-2018 in Kindergarten. RJW I-Station results increased from 86% in 2016-2017 to 87% in 2017-2018 in first grade. RJW I-Station results decreased from 84% in 2016-2017 to 79% in 2017-2018 in second grade.

Since RJW feeds into Kubacak, 3rd grade Reading and Math data was analyzed.

3rd Grade Reading increased 3 points at the Approaches Grade Level standard compared to 2016-2017. 73% of students met the Approaches Grade Level standard. The Meets Grade Level and Masters Grade Level standard percentages decreased by 2 points and 6 points, respectively. Increases were observed in the Economic Disadvantaged and LEP student groups. The Special Education student group saw a decrease in results. 3rd grade Reading results are below the state averages.

3rd Grade Math decreased by 2 points as compared to the previous year at the Approaches Grade Level standard. 72% of students met the Approaches Grade Level standard. The Meets Grade Level standard percentage increased by 2 points while the Masters Grade Level standard decreased by one point. The Special Education, LEP, and Economic Disadvantaged students groups saw decreases in scores. 3rd grade Math results are below the state averages.

School Culture and Climate

School Culture and Climate Summary

RJW currently serves approximately 1,191 students. It serves grade levels pre-K through 2nd.

RJW received 4-5 stars on their parent engagement survey. Questions asked were about respect, communication, expectations, and relationships.

The campus uses Professional Learning Communities to identify areas to review data, set goals, identify areas for professional learning, and to improve student performance.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- Teachers participate in professional growth opportunities through Learning Forward.
- Team time is utilized to address both staff and student needs and for professional growth and peer collaboration.
- Campuses provide academic intervention in a variety of ways to ensure student success.

School Climate

In support of Board Goal 5, Creating a Safe Environment of Respectful, Responsible, and Motivated Individuals, the campus has implemented the following:

- Positive Behavior Support: The consistent focus on positive behaviors lends consistency across campuses for student behavior. Administrators and counselors provide ongoing training for teachers and students in order to reinforce positive character traits.
- The SFISD Police Department is a high functioning, well-trained police force and the officers are visible on the campuses on a daily basis.
- The SFISD Chief of Police provides training for all district employees on safety procedures.
- Counselors provide grade-appropriate information to students regarding topics such as anti-bullying, healthy relationships, suicide prevention, and the prevention of drug and alcohol abuse.
- Counselors and campus administrators are interacting throughout the day in both high traffic areas and individual student conferences in their effort of ensuring the safety of all SFISD students.

School Culture and Climate Strengths

Identified strengths of the school culture and climate are:

- The continuing development of professional learning communities.

- High-quality, campus-embedded professional learning.
- Timely student intervention.
- Providing safe schools through the leadership of the SFISD Police Department and their training of school and district employees.
- The proactive approach of counselors and administrators in addressing identified student informational needs.
- Tribal Creed on each campus provides consistency in the expectations for student behavior.
- The district has developed a detailed Crisis Management Plan and both training and safety audits have been provided.
- Safety/security drills are held at all campuses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

(Data below is based on the 2016-2017 TAPR report)

Total Staff: 96

Professional Staff: 78

- Teachers: 66
- Professional Support: 8
- Campus Administration: 3

Educational Aides: 18

Total Minority Staff: 8

Teachers by Ethnicity and Sex:

- African American: 0
- Hispanic: 5
- White: 61
- Asian: 0
- Males: 0
- Females: 66

Teachers by Highest Degree Held:

- Bachelors: 58
- Masters: 8
- Doctorate: 0

Teachers by Years of Experience:

- Beginning Teachers: 2
- 1-5 Years Experience: 15

- 6-10 Years Experience: 19
- 11-20 Years Experience: 22
- Over 20 Years Experience: 8

Number of Students per Teacher: 17

Average Years Experience of Teachers: 10

Staff Quality, Recruitment, and Retention Strengths

RJW experiences a high retention rate for teachers. Many of the teachers are also graduates of SFISD and have remained in the area and currently serve their community as professional educators. In order to better meet the challenges of educators new to the profession and to increase new teacher retention rates, SFISD has a New Teacher Mentoring Program and employs a professional who monitors and assists new teachers as needed. In addition, SFISD offers high quality job embedded professional learning opportunities, teacher leadership opportunities, and collaborative campus cultures to retain teachers and improve instruction.

Santa Fe ISD hosted a successful job fair at the Cowan administration building during the 2017-2018 school year.

SFISD is 100% highly qualified per Every Student Student Succeeds Act (ESSA) guidelines.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SFISD curriculum and instruction documents are created from clustered TEKS strands within the TEKS Resource Management System. By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffold to meet the grade level expectations for successful student achievement. Curriculum documents are organized in the following forms within our district: Instructional Focus Document (IFD)-provides overall focus upon learning occurring within instructional units; Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks; Weeks At a Glance (WAG)-provides a detailed view of what key TEKS/standards must be covered within the educational week; Pacing Guide- Calendar guide specific to informing educators of the pacing of lessons within the calendar school year. District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment.

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

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

Curriculum, Instruction, and Assessment Strengths

During the 2017-2018 school year, the District utilized the expertise of our Educational Support Center Region 4 to examine the District's systems of literacy. Through this journey, Santa Fe ISD reexamined our literacy programs and began to build improved systems of support for learning in the 2018-2019 academic school year.

Teams of educators were part of the District process in researching best practices and selecting appropriate resources to implement during this school year. Evidence will be found throughout the district classrooms in alignment with the District vision of supporting literacy in all subjects. In English Language Arts classrooms, students will learn within the framework of Balanced Literacy to help them grow as a reader, writer, speaker, and listener. The workshop model will allow for students to be at the center of their literacy adventure with an exposure to areas of high interest for individual learners.

Math, science, and history will focus upon creating literate learners within their content. Texas Essential Skills and Knowledge (TEKS) Resource subject

experts will come to the Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success.

The Instructional Coaching Model will be implemented this school year, and teachers will have access to and support from subject specific instructional coaches to assist teachers in reaching their instructional goals resulting in higher student achievement.

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

Parent and Community Engagement

Parent and Community Engagement Summary

SFISD supports family engagement through counselors and campus family engagement committees to promote activities that encourage lifelong learning and student success. The district increased parental involvement in 2017-2018 by including campus activities to meet parent needs. Activities included:

- Transition parent tours and additional scheduling counseling
- Increased formats of communication between parents and teachers
- District Parent Involvement Committee
- Campus Parent Involvement Committees
- District and campus parental involvement survey utilized in the continuous improvement process

According to the district surveys, parents generally feel as if they are treated with respect and are welcomed into the buildings. All campuses report that parents feel that SFISD is preparing their child for a successful future and that their children enjoy going to school. A significant number of parents from all campuses report they feel they are partners with the school in supporting their child's education.

Parent and Community Engagement Strengths

Elementary parent nights are heavily attended. Identified strengths of family and community involvement in Santa Fe ISD are as follows:

- Community support for the schools
- Parent/Teacher Organizations (PTOs)
- SFISD Education Foundation
- Parent Advisory Groups
- Family & Community trainings (ELL, Math/Reading Night, Instructional Support [Special Education])
- On-line student registration
- Parents to College Night
- Parent Access through Skyward
- Parent conferences and open house activities to encourage collaboration between the school and family
- Campus surveys to identify areas of need
- Maintain an open and collaborative relationship with community members by working closely with the Education Foundation
- Promote campus activities, share student accomplishments, and provide district news by publishing a newsletter for the community
- Host special events during athletic games to encourage community support
- Actively support students with special needs

School Context and Organization

School Context and Organization Summary

Santa Fe ISD consists of a single feeder pattern.

- All campuses are in close proximity to one another.
- The administration building is central to all campus locations.

Administrative/Counseling Campus Organization

Roy J. Wollam

- Principal, Michelle Pourchot
- Assistant Principal, Harold Payne
- Assistant Principal, Ashley Barnes
- Counselor, Nelly Ayala
- Counselor, Lindsey Garcia

SOAR/PPCD

- Kathy Oliver

Creative Explorers

- Dr. Jacqueline Shuman

School Context and Organization Strengths

Identified strengths of the SFISD school context and organization are as follows:

- Administrative/counseling organization by campus
- Instructional Support and Special Education support staff
- Targeted Response to Intervention Process (RTI)
- SOAR/Pre-K program at RJW is an innovative and effective way of meeting the educational needs of the districts PPCD students along with those of

the children of district employees

- Creative Explorers offers the community and SFISD employees reliable child care before and after school
- Instructional Coaching
- Grade Level Teams

Technology

Technology Summary

- District technology has approached the final phase of a refresh in student computers. Additional student laptops were refreshed and added over the 2016-2017 school year. There are now over 5,700 student laptops in the district, including core classrooms, that are used in 21st century instruction and preparing students for post-secondary success.
- The refresh of all older staff laptop computers has been completed but will be a continuing task. The Texas Department of Criminal Justice program has been a key component in computer upgrades across the district, allowing for more funding to be applied toward classroom instruction.
- The district continues to take advantage of cloud infrastructure. With Microsoft Office 365 and cloud storage, students and staff have access to files and applications from any location with internet access.
- Canvas, the district's Learning Management System, is used to provide students with a portal to access a variety of instructional tools and materials which include lesson plans, assignments, quizzes, research materials, and a calendar to keep up with due dates.

Technology Strengths

- Connectivity between campuses consists of dual, 10GB fiber connections which provides fast transfer of data between locations.
- Internet bandwidth has been increased to 700MB to provide enough bandwidth to support over 5,000 computers and high speed access to web content.
- Our Technology Staff is built of skilled technicians that support the district needs and maintain the technology equipment.
- The Eduphoria HelpDesk application greatly enhances our ability to track and keep up with technology requests.
- Campuses have wireless connectivity suitable to support the growing number of student computers. Wireless access points are present in every classroom and in common areas, ensuring solid connections during classroom instruction.
- There are student laptop carts in every core classroom, ranging between 40 to 50 carts per campus and over 6,000 student laptops in total. This provides students with the tools necessary to succeed with 21st century learning.
- Desktop computer labs have reduced in numbers at the campuses due to the current availability of student laptop computers, however some computer labs are still in place provide additional technology learning environments for students as well as specialized instruction geared towards software applications and successful research practices with Technology TEKS focus.
- Wireless video streaming adapters have proven to be an effective solution to streaming instructional content. The cost of adding the wireless adapters are less than 1/3 the cost of conventional wall plates.
- Interactive whiteboards and Hitachi Starboards provide interactive ability for teachers to engage students in instruction through the use of technology.
- Microsoft Office 365 provides flexibility to staff and students' file access and storage needs. In addition, Microsoft continues to increase security and add collaborative applications that are useful in classroom instruction.
- An Instructional Technology Coach is available to provide classroom instructional support using available technology devices and applications. Teachers will become more fluent and comfortable using the applications selected to meet instructional needs.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent 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
- Capacity and resources data

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

Goals

Goal 1: To maintain a fiscally responsible campus

Performance Objective 1: R J Wollam is a fiscally responsible campus

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Facilitate monthly meetings to review campus expenditures aligned to district and campus goals	Principal; Secretary	Budget meetings held and scheduled				
2) Review and approve purchase orders on an as needed basis through the Skyward program utilizing a zero-based budget	Principal	Stay within budget allotment				
						

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

Performance Objective 1: R J Wollam is dedicated in supporting all families at school and at home for lifelong learning success by maintaining ongoing open communications with students, parents, staff and community

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Improve communication by creating an RJ Facebook page that will provide reminders and information throughout the year; create a #IloveRJW group page where staff and parents are allowed to post great things going on at the campus; activate the RJ Wollam Remind site for parents in order to better communicate with parents and the community.	Administrators Staff	Increased parent communication and participation in campus events				
2) Host a revamped Math and Reading Night and bookfair where parents will be provided games in literacy and math to do at home with their child in order to promote lifelong learning.	Administrators; teachers, support staff	Increased parent/teacher collaboration; increased achievement in reading and math skills				
3) Provide opportunities for parent/family engagement including: registration days, roundup, field days, feasts, Kindergarten Graduation, and classroom/campus visitations to ensure a smooth transition for children into the public school system, into the next grade level, or to their new campus of promotion. The parent and family engagement committee will meet at least twice each year to review/revise the parent engagement policy and campus compacts.	Administrators; Teachers	Increased parent participation and improved communication				
4) Teachers will make one positive phone call home to parents within the first month of school; teachers will hold a parent conference with each parent within the first semester to go over academic strengths and weaknesses as well share general student information to build the home/school connection.	Administrators; Teachers	Parent communication logs				

5) Improve communication by posting a weekly "Peek of the Week" to teacher web pages that contains tips for parents, upcoming events, reminders, and the learning focus for the week; weekly and/or daily communication folders and flyers for campus and district events in order to build a stronger home/school connection.	Administrators Staff	Increased parent participation and improved communication				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

Performance Objective 1: RJ Wollam Elementary School provides an embedded professional learning and instructional leadership to develop highly qualified and effective staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide time during the school day for Professional Learning Communities where teachers will work with administrators, team leaders and coaches to deepen understanding of Units of Study Reading and Writing from Lucy Calkins following the cycle of continuous improvement, direct training and embedded professional development.	Administrators Coaches Team Leaders	Implementation of strategies and practices learned; PLC sign in sheets and minutes, walk-thorough and SFTAS observations and increased student learning.				
2) Provide teacher leaders leadership opportunities and training at the campus and district level. Team leaders will meet monthly with campus administrators to go over campus goals, data and other campus initiatives. Team Leaders will participate in leadership academies that will focus on developing skills to lead professional learning communities.	Administrators	Implementation of strategies and practices learned, sign-in sheets and meeting minutes, and increased student learning				
3) Provide time during the school day for Strategic Design Planning sessions once a month; teachers will work with administrators, team leaders and coaches following the Backwards Design Lesson Planning Template using TEKS Resource System. Teachers will also create standards based and unit based assessment that will monitor student growth and progress on math TEKS.	Administrators Coaches Team Leaders	Implementation of strategies and practices, sign-in sheets/meeting minutes and increased student learning.				







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

Performance Objective 1: In Math, all RJ Wollam students will attain proficiency (80%) or better on Unit Based Assessments.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Improve initial instruction and rigor in math by utilizing the TEKS Resource System and the Backwards Lesson Design format to create weekly lesson plans that yield high levels of questioning and student engagement.	Administrators Coaches Teachers	Increase student performance on Standards Based and Unit Based Assessments in mathematics in all student groups.				
2) Analyze campus, grade level and individual student data after the completion of Standards Based and Unit Based Assessments in order to ensure reteaching occurs in all sub groups to obtain mastery of skills taught.	Administrators Coaches Teachers	Increase student performance on Standards Based and Unit Based Assessments in mathematics in all student groups.				
3) Intervention support will be provided within the classroom and through pull-out services using Do The Math program to at risk students who have not mastered TEKS assessed.	Administrators Coaches Teachers	Increase student performance on Standards Based and Unit Based Assessments in mathematics in all student groups.				

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







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

Performance Objective 2: In reading 85% of RJ Wollam students will be reading on grade level using the Developmental Reading Assessment (DRA).

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Improve initial classroom instruction through the implementation of Lucy Calkins Units of Study for Reading and Writing and Fountas and Pinnell Comprehensive Phonics, Spelling, and Word Study Guide.	Administrators Coaches Team Leaders Teachers	Increase student achievement on Standards Based Assessments and Unit Based Assessments in reading and writing.				
2) Improve individual reading levels of all students by implementing guided reading and providing targeted interventions to at risk students who are not making adequate progress.	Administrators Coaches Teachers	Increase in DRA scores for all students and student groups. Students on level will show a minimum of one years growth and below level students will show one and a half years growth as noted in Fountas and Pinnell's Continuum of Learning.				
3) Teachers will meet with appraisers and coaches monthly to analyze progressions charts and running records to monitor students progress and develop strategies to support individual students.	Administrators Coaches	Increase in DRA scores for all students and student groups. Students on level will show a minimum of one years growth and below level students will show one and a half years growth as noted in Fountas and Pinnell's Continuum of Learning.				

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


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

Performance Objective 1: R J Wollam creates a safe environment of respectful, responsible and motivated individuals

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure students participate in activities and programs involving school safety (Red Ribbon Week, Bus Safety Week, Bully Awareness Week, Campus Crisis Prevention, Fire Prevention Training)	Counselor Administrators	Student participation observed during awareness weeks and Crisis prevention drills				
2) Ensure implementation of character education provided by the counselors through character lessons that include bullying and other pertinent issues with an emphasis on prevention and intervention as well as publicly acknowledging TRIBE (Trustworthy, Respectful, Independent, Being their best, Empathetic) tickets written out by teachers and/or employees addressing individual student behaviors which provides specific positive reinforcement.	Counselors Staff Administrators	Counseling of topic within the classrooms; TRIBE tickets; increase character development behaviors from students; heightened exhibition of TRIBE characteristics				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue