

Santa Fe Independent School District

Wollam Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: September 19, 2022
Public Presentation Date: September 19, 2022

Mission Statement

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

Vision

RJW School Pledge:

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

Core Beliefs

We are Kind!

We are compassionate and considerate of others.

We are courageous!

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

We are collaborative!

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

We are accountable!

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

We are respectful!

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On June 23, 2022, the committee convened to review all data areas. They met from 8-12 at Cowan Administration Building. The committee reviewed 8 areas and identified strengths and problems. After identifying strengths and problems, the committee prioritized the problems using a root cause analysis.

After reviewing the data they came up with the following priorities to address in the 2022-2023 school year.

- Special education students continue to underperform as compared to the all student group.

They also listed the following as strengths:

- Exceeded goal for end of year reading levels in 2nd grade and one point away for kindergarten. Huge growth in reading comprehension seen between the beginning of the year and the end of the year for Kindergarten and 2nd grade.
- Above state averages across the board in grades 3-5 in Reading, Math and Science.
- Met the ELP target in Domain 3.
- Met all Growth targets in Domain 3.

Demographics

Demographics Summary

Enrollment

Roy J. Wollam Elementary serves grades PK-5. In 2021-2022, RJW had a student population of 664 students with a breakdown by grade level listed below.

EE: 29

PK: 52

K: 83

1st: 104

2nd: 84

3rd: 88

4th: 120

5th: 104

Economic Disadvantaged

RJW had a 54.97% Economic Disadvantaged enrollment in 2021-2022.

Ethnicity

RJW is comprised of approximately 67% White students, 29% Hispanic students, and 2% 2 or more races.

Student Groups

RJW had 62 ESL students, 105 Special Education Students, and 240 at-risk students in 2021-2022.

Attendance

RJW had an attendance average of 93.4% in 2021-2022.

The district attendance target is 96%.

Student Achievement

Student Achievement Summary

Early childhood:

At the beginning of the year, 78% of students in Kindergarten were at the meets or exceeds expectations level. At the middle of the year, 81% of students in Kindergarten were at the meets or exceeds expectations level. At the end of the year, 84% of students were at the meets or exceeds expectations level.

At the beginning of the year, 55% of students in 1st grade were at the meets or exceeds expectations level. At the middle of the year, 62% of students in 1st grade were at the meets or exceeds expectations level. At the end of the year, 71% of students were at the meets or exceeds expectations level.

At the beginning of the year, 70% of students in 2nd grade were at the meets or exceeds expectations level. At the middle of the year, 70% of students in 2nd grade were at the meets or exceeds expectations level. At the end of the year, 88% of students were at the meets or exceeds expectations level.

STAAR Results

		AGL		Meets		Masters
3rd Reading	78		57		37	
3rd Math	75		50		27	
4th Reading	83		59		33	
4th Math	80		57		34	
5th Reading	91		77		47	
5th Math	92		60		33	
5th Science	86		62		35	

Student Achievement Strengths

RJW far exceeded state averages across the board in 3-5 Math, Science, and Reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students are not successful and fall below all other student groups. **Root Cause:** Teachers are not using differentiated strategies to meet their individual needs.

School Culture and Climate

School Culture and Climate Summary

Core Values

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

Professional Learning

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

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

Curriculum

- Focus on Strengthening of Literacy in ALL ELA Classrooms
 - Mini Lesson Refinement in Lucy Calkins
- Second year implementation of new Math curriculum (refinement)
 - Eureka Math
- Refinement of the implementation of Stem Scopes in 5th grade Science

Instructional Coaching

Each campus has a Math/Science and a Reading/Social Studies Instructional Coach. The coaching model was implemented in 2018-2019.

There are two Instructional Coaching Coordinators and all coaches have received extensive coaching training. Whole group and individual coaching cycles for core academic areas occur on each campus.

School Climate

RJW has implemented the following.

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SFISD 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 part-time 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

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

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

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Activities include:

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

School Context and Organization

School Context and Organization Summary

Roy J. Wollam

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

School context and organization:

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

Technology

Technology Summary

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

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

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





Priority Problem Statements

Goals

Goal 1: Wollam utilizes funds in a fiscally responsible manner to optimize student educational experiences.

Performance Objective 1: Wollam will correctly utilize the budget guidelines created by Zero-Based Budgeting and all expenditures will be in support of campus goals which are based on the campus needs assessment

Evaluation Data Sources: The budget will be reviewed quarterly.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review and approve purchase orders on an as needed basis through the Skyward program utilizing a zero-based budget.</p> <p>Strategy's Expected Result/Impact: Stay within budget allotment</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	May
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Goal 2: Wollam provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

Performance Objective 1: All staff members are dedicated to providing strong communication through a variety of methods to keep students, parents, staff and community well informed.

Evaluation Data Sources: Parent survey results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve communication by maintaining the RJ Facebook page that will provide reminders and information throughout the year; staff and parents will also use the RJ Facebook page to post great things going on at the campus.</p> <p>Strategy's Expected Result/Impact: Increased parent communication and participation in campus events</p> <p>Staff Responsible for Monitoring: Administrators Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Parent communication logs</p> <p>Staff Responsible for Monitoring: Administrators; Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Improve communication by sending out a Monthly Newsletter that contains tips for parents, upcoming events, and reminders. Teacher will provide weekly and/or daily communication through Class Dojo and flyers for campus and district events in order to build a stronger home/school connection.</p>	Formative		
	Nov	Feb	May

Strategy's Expected Result/Impact: Increased parent participation and improved communication

Staff Responsible for Monitoring: Administrators
Staff

ESF Levers:

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



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Wollam ensures a positive culture of high expectations for all students, staff, families, and the community.

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

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure students participate in activities and programs involving school safety (Red Ribbon Week, Bus Safety Week, Bully Awareness Week, Campus Crisis Prevention, Fire Prevention Training)</p> <p>Strategy's Expected Result/Impact: Student participation observed during awareness weeks and Crisis prevention drills</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop motivated individuals through Character Strong and the creation of individualized student learning goals.</p> <p>Strategy's Expected Result/Impact: Growth in academics based on individualized goals and increase in student motivation</p> <p>Staff Responsible for Monitoring: Counselors Staff Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title 4</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers take part in the campus goal setting process and new teachers create their own connection to the mission and the vision. Staff share a common understanding of the mission, vision, and values and can model them in the daily life of school.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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Goal 3: Wollam ensures a positive culture of high expectations for all students, staff, families, and the community.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collectively build upon our new campus mission statement that centers around our core values of being kind, courageous, collaborative, accountable and respectful.</p> <p>Strategy's Expected Result/Impact: Parent Survey Data, Teacher Survey Data, Attendance at School Wide Events, Positive Feedback Through Class Dojo</p> <p>Staff Responsible for Monitoring: All staff members</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
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Goal 4: Wollam impacts student achievement positively through high standards of professional learning.

Performance Objective 1: Create a professional learning system to improve practice through a collaborative culture of continuous improvement resulting in increased student achievement.

Evaluation Data Sources: STAAR, Benchmark testing results, Survey Results, Walk-Through data, Coaching data, Observational data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLCs follow the Standards for Professional Learning and the Cycle of Continuous Improvement.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrators review and choose an IC Map to assess the impact of adult learning within professional learning communities. All PLC teams understand the purpose and the use of an IC Map to assess the impact of adult learning within PLCs.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collect all learning designs being used and analyze them for purpose . Teams will systematically choose the appropriate learning design based on data.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Coaches collaborate with the administrative team and set personal goals for PLCs and individual coaching cycles that align with current goals. The goal is for coaches and administrators to purposely and systematically use coaching as a way to hold individuals and teams accountable to the continuous improvement cycle that results in increased student achievement.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers have clear professional learning goals to improve their practice.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Leaders understand their role and expectations as team leaders. They also know how to utilize the leadership tool kit in order to guide teams through the cycle of continuous improvement.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Scheduled time for intentional collaboration between the special education and general education teachers when planning for lessons.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: During weekly planning teachers plan for differentiated instructional strategies to meet the varying needs of students within their classroom. Differentiated instructional strategies are noted in weekly lesson plans.</p> <p>Strategy's Expected Result/Impact: meeting the needs of all students at varying academic levels</p> <p>Staff Responsible for Monitoring: Coaches and administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
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Goal 5: Wollam provides strategies for literacy and mathematics development for all students.

Performance Objective 1: RJ Wollam Elementary is dedicated to improving academic performance in the area of Reading for all students by participating in rigorous curriculum, instruction, assessment and leadership. Kindergarten will strive to meet 85% of students reading on grade level. First Grade will strive to meet 85% of students reading on grade level. Second Grade will strive to meet 85% of students reading on grade level. Third Grade will strive to meet 87% AGL, 57% Meets, and 37% Masters. Fourth Grade will strive to meet 88% AGL, 62% Meets, and 51% Masters. Fifth Grade will strive to meet 88% AGL, 69% Meets, and 48% Masters.

Evaluation Data Sources: BAS, UBAs, SBAs, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve initial classroom instruction through the implementation of Lucy Calkins Units of Study for Reading, small group guided reading/skill based instruction, individual student conferences, vocabulary acquisition strategies, collaborative structures, high level questioning, student discourse and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Improve individual student growth for students receiving special education services by creating healthy clusters when scheduling students with disabilities. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve individual student growth of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies, ELPS, and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve individual student growth of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Based on data analysis, provide Reading intervention, using the reading interventionist, to specific, targeted students to help close gaps.</p> <p>Staff Responsible for Monitoring: Administrators and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: ESSER Funds - Local</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 5: Wollam provides strategies for literacy and mathematics development for all students.

Performance Objective 2: RJ Wollam Elementary is dedicated to improving academic performance in the area of Math for all students by participating in rigorous curriculum, instruction, assessment and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 80% mastery of TEKS. Third Grade will strive to meet 87% AGL, 59% Meets, and 34% Masters. Fourth Grade will strive to meet 80% AGL, 59% Meets, and 41% Masters. Fifth Grade will strive to meet 88% AGL, 65% Meets, and 47% Masters.

Evaluation Data Sources: BAS, UBAs, SBAs, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve initial classroom instruction through the collaborative development of instructional planning guides and create literate Mathematicians through the implementation of Backwards Design, Guided Math, number talks, small group instruction, vocabulary strategies, collaborative structures, hands on experiences, high level questioning, accountable talk and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: math manipulatives - Title I</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Improve individual student growth for students receiving special education services by creating healthy clusters when scheduling students with disabilities. (Domain 3).</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve individual student growth of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies, ELPS, and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve individual student growth of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Based on data analysis, provide Math intervention, using the math interventionist, to specific, targeted students to help close gaps.</p> <p>Staff Responsible for Monitoring: Administrators and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: ESSER Funds - Local</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Wollam provides strategies for literacy and mathematics development for all students.

Performance Objective 3: RJ Wollam Elementary is dedicated to improving academic performance in the area of Science for all students by participating in rigorous curriculum, instruction, assessment and leadership. Fifth Grade will strive to meet 86% AGL, 62% Meets, and, 35% Masters

Evaluation Data Sources: BAS, UBAs, SBAs, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve initial classroom instruction and create literate Scientists through the implementation of 5E lesson design and Backwards Design, small group instruction, vocabulary strategies, collaborative structures, hands on lab experiences including STEM, high level questioning, student discourse and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Improve individual student growth by creating healthy clusters when scheduling students with disabilities. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve individual student progress measures of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies, ELPS, and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels for approaches, meets, and masters throughout the school year on performance assessments, benchmarks assessments and STAAR assessments</p> <p>Staff Responsible for Monitoring: Administrators Coaches Team Leaders Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve individual student progress measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: Increase student performance as indicated by the performance objectives in all grade levels</p>	Formative		
	Nov	Feb	May

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

Staff Responsible for Monitoring: Administrators

Coaches

Team Leaders

Teachers

ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: Wollam provides strategies for literacy and mathematics development for all students.





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

Evaluation Data Sources: BAS, UBAs, SBAs, Interim Assessments, STAAR

Goal 6: Wollam develops collaborative partnerships with students, staff, families, and the community.





Performance Objective 1: All staff members are committed to providing a variety of day and evening classroom and campus events to ensure families are involved in school activities and to help grow successful learners.

Evaluation Data Sources: Parent participation and sign-in sheets from events.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host a STEM Family Night and book fair where parents will be invited to participate in learning activities with their child.</p> <p>Strategy's Expected Result/Impact: Increased parent/teacher collaboration; increased achievement in science, reading and math skills.</p> <p>Staff Responsible for Monitoring: Administrators; teachers, support staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for parent/family engagement including: registration days, roundup, field days, feasts, Kindergarten Graduation, choir performances, 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.</p> <p>Strategy's Expected Result/Impact: Increased parent participation and improved communication</p> <p>Staff Responsible for Monitoring: Administrators; Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Wollam provides equitable access to technology for all students to increase engagement and learning.

Performance Objective 1: Continue to provide equitable access to technology and technology applications to all students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will have access to a district issued laptop, our Learning Management System (LMS), and TEKS aligned learning applications.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and accessibility to classroom coursework and resources.</p> <p>Staff Responsible for Monitoring: RJW Admin</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to work with Instructional Coaches and classroom teachers to integrate instructional technology in the classroom with an emphasis on moving up Bloom's level as it applies to technology (example of resources used: SAMR or PAGER model).</p> <p>Strategy's Expected Result/Impact: Increased student engagement and rigor.</p> <p>Staff Responsible for Monitoring: RJW Admin, Instructional Coordinators and Coaches, and Technology Department</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			