

Georgetown Independent School District
Williams Elementary
2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
School Culture and Climate	4
Staff Quality, Recruitment, and Retention	6
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	20
Priority Problem Statements	21
Goals	22
Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.	23
Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.	32
Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.	35
Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.	39
Campus Funding Summary	42

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

This was the first year for students to take the STAAR test online. This was the first time for 3rd and 4th graders to take a STAAR test. MAP scores from EOY administration were close in predicting the approaches scores for STAAR. As a campus 5th grade outperformed 4th grade and 4th grade outperformed 3rd grade.

MAP Universal Screening Results: Projections of STAAR

2020-2021

Reading

Grade	Did Not Meet			Approaches			Meets			Masters		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
2	28%	43%	49%	48%	43%	38%	18%	15%	9%	6%	0%	4%
3	34%	42%	50%	34%	34%	30%	15%	14%	12%	17%	10%	8%
4	38%	32%	34%	37%	46%	43%	17%	14%	12%	8%	8%	11%
5	29%	36%	28%	37%	32%	40%	19%	21%	12%	15%	11%	21%

Math

Grade	Did Not Meet			Approaches			Meets			Masters		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
2	35%	38%	38%	43%	34%	36%	18%	23%	18%	4%	4%	7%
3	49%	65%	67%	47%	25%	22%	4%	11%	10%	0%	0%	2%
4	57%	56%	61%	27%	38%	31%	16%	5%	8%	0%	2%	0%
5	32%	35%	40%	36%	22%	35%	22%	33%	19%	6%	10%	4%

Williams Elementary

2021 STAAR Scores

Reading

Grade	Did Not Meet	Approaches	Approaches	Masters
3	62%	38%	13%	7%

Williams Elementary

4	54%	46%	18	0%
5	34%	66%	29%	19%

Math

Grade	Did Not Meet	Approaches	Approaches	Masters
3	80%	20%	9%	2%
4	63%	21%	15%	2%
5	47%	53%	36%	15%

Writing

Grade	Did Not Meet	Approaches	Approaches	Masters
4	68%	32%	8%	3%

Science

Grade	Did Not Meet	Approaches	Approaches	Masters
5	45%	55%	38%	9%

Student Achievement Strengths

- Early intervention in Reading and Math groups were pulled during Target time so students did not miss Tier I instruction.
- Testing procedures were created.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): More than 50% of students in 3rd and 4th grade did not meet standards on the MAP and STAAR math assessments. **Root Cause:** The COVID-19 pandemic caused gaps in students' readiness, high absenteeism for students and some teachers, and a decrease in hands on instruction.

School Culture and Climate

School Culture and Climate Summary

At Williams elementary school, students feel connected to the culture of the school by the following interventions and systems in place: Capturing Kids Hearts, TRACKS posters, and school-wide student activities. As an ECE- Fifth Grade campus, we have Student Council, Maker Spaces, and UIL events. We also offer a variety of events to meet the needs of our diverse population: Red Ribbon Week and campus-wide guidance. In addition, Williams maintains safety by having a Campus Crisis Intervention Plan which includes Lockout, Lockdown, Evacuate, Shelter in Place, Fire, and a Stay Safe call line. We target positive behaviors, modeling, and building respectful relationships through the use of PBIS, Capturing Kids Hearts, Roadrunner Champions, and Chase the Chief. Williams promotes positive choices through morning meetings with the Principal and Assistant Principal and TRAXX Tickets. All of our student activities are designed with the intention to contribute to the positive climate of our school. Additionally, our extracurricular activities are designed to address all aspects of the GISD Learner Profile by fostering the development of future ready skills: communication, collaboration, application of critical thinking, creative and innovative thinking, obtaining knowledge through inquiry and exploration, adaptation, perseverance, development of self- knowledge and personal responsibility, building and modeling respectful relationships.

School Culture and Climate Strengths

Below is a list of ways that WES maintained a strong culture and climate.

- Process Champion Trainings
- Roadrunner Champion of the Month
- Student Council
- Dance Party Friday
- Student Morning Meeting with TRAXX Tickets
- School Wide Fun Days
 - Halloween Character Dress Up
 - Red Ribbon Week
 - 12 Days of Christmas
 - Valentine's Day
 - 100th Day of School
 - Pie in the Face
 - Chase the Chief
 - Field Day

- Veteran's Day
- Joy Board
- Denise Lee
- UIL
- SEL Student Survey (3-5)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parent communication needs to be more clear and consistent. Parents reported not having a clear understanding of academic progress. **Root Cause:** Teachers did not schedule semester parent conferences.

Problem Statement 2: Parents did not feel connected to the school. **Root Cause:** Very few parent events were held due to COVID. Visitors were not allowed in the building in the beginning, and after we were allowed to invite parents into the building, that time was limited to lunch and after school events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Williams Elementary had low teacher student ratios due to being a new campus and COVID-19 remote learners. For 2021-2022, Williams is adding an Early Childhood Self Contained program and Kindergarten DUal Language. Williams enrollment is increasing daily due to new construction. The faculty retention rate is 89%. One paraprofessional is retiring and one teacher is transforming to another GISD school. The remaining teachers are moving from the area. 100% of WES faculty members are fully certified.

2020 Hiring

Administrative - 7

Instructional Paraprofessionals - 14

Teachers - 35

Teacher Certification

35 teachers fully certified (100%)

Paraprofessional Qualification

Texas Educational Aide Certification - Instructional 14 (100%)

Texas Educational Aide Certification - Administrative 2 (100%)

Staff Retention Rates

89% Retention Rate

2 teachers K-2 leaving for family reasons.

1 PE teacher moving.

1 SpEd leaving due to moving

1 SpEd transferring to GISD school

1 SpEd paraprofessional retiring.

2021-2022 Staffing

Adding the following position:

- Kindergarten Dual Language Spanish
- Kindergarten Dual Language English
- ILC Teacher
- Resource paraprofessional
- ECSE Self Contained Teacher
- ECSE Self Contained Paraprofessional

Student to Teacher Ratio

PK 15:1

K 18:1

1 19:1

2 19:1

3 15:1

4 23:1

5 22:1

Staff Quality, Recruitment, and Retention Strengths

- PK-3rd grade have very low student to teacher ratios.
- All paraprofessionals have a Texas Educational Aide Certification.
- All teachers are certified in the grade level and content they provide instruction.
- There is a high retention rate for teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum is clearly aligned to the Texas Essential Knowledge and Skills (TEKS) standards in all learning areas. Common lesson planning times and Professional Learning Communities weekly, create a collaborative environment for each grade level. During PLCs we focus on designing engaging work that is centered around the GISD learner profile and Learning Intentions and Success Criteria. The Instructional Leadership Team is a part of our weekly PLCs and offers support and collaboration. During MTSS meetings, we review student performance data to ensure that individual student needs are supported and met. We use a flexible grouping model for our MTSS Intervention Groups during our Target Time which is a 30 block in reading and 30 minute block in math everyday. Tier II students are served by classroom teachers. Tier III students are served by interventionists, the dyslexia specialist, and/or special education teachers. Gifted and talented students are served in the GT classroom and by GT trained teachers in the regular classroom. Williams continues to collaborate and include our SPED population in all general education learning and instruction. Inclusion support provided by our SPED staff ensures our student needs are being met. ELL students are taught in ESL or bilingual classroom settings where linguistic objectives and accommodations are implemented as we continue to grow as a dual language campus. Our Instructional Leadership Team designs Professional learning using learning intentions and success criteria to meet the needs of our faculty and students.

Curriculum, Instruction, and Assessment Strengths

- Grade level teams have regular common planning times
- Weekly PLCs
- 3-5 Vertical planning once a semester
- Professional development

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Tier 1 instruction lack growth and learning measures. **Root Cause:** Williams ES is a newer campus. 2022-2023 staff is largely newer and will need continued work with Tier 1 support during PLC's.

Parent and Community Engagement

Parent and Community Engagement Summary

WES parent engagement was limited due to COVID restrictions. Meet the Teacher was a drive through event. Videos and Google Meets were used to communicate campus news and information. A weekly email was sent to all parents with campus updates. During the last week of school, Kindergarten and 5th grade parents were invited to celebrate graduation events with their children.

Parent and Community Engagement Strengths

- The WES website was updated consistently.
- A weekly email was sent to parents with all campus information.
- Twitter was used for campus announcements and highlighted student activities and successes.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents were not actively engaged in campus activities. **Root Cause:** COVID 19 restrictions

School Context and Organization

School Context and Organization Summary

Williams Elementary has good systems of communication in place for faculty members. Processes and events are well communicated through weekly correspondence and PLC meetings. Teams and committees were formed to create a system for shared decision making. For 2021-2021, Williams will move the focus of weekly PLC meetings to be more instructionally focused. Team Leaders will take a more active role in the management of systems and processes.

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

- [WES Teacher Survey Results](#)

- Communication Tools

- Roadrunner TraXX is a weekly newsletter emailed to all faculty members on Fridays. The newsletter contains all information for the upcoming week. It is designed to decrease emails and extra time spent in meetings. The newsletter is archived in a shared Google Drive so all faculty members can access it anytime.
- Remind App is used to send short text messages to the whole staff. These messages are announcement style or reminder type pieces of information.
- WES Shared Google Drive - A shared Google Drive is set up for all faculty members to have access to campus documents and resources.

- Campus Calendar - A shared Google Calendar is used to post all campus events and building reservations.
- Instructional Leadership Team Meeting Agendas & Schedule
 - Meetings: Wednesday 11:00-11:45
 - Members: Principal, Assistant Principal, Counselor, Learning Design Coach, Librarian, GT Teacher, Reading Interventionist, Math Interventionist
- Team Leader Meeting Agenda & Schedule
 - Meetings: 2nd Wednesdays of the month 3:30-4:30
- Weekly Leadership Meetings
 - Meetings: Tuesdays 8:00-9:00
 - Members: Principal, Assistant Principal, Counselor, Learning Design Coach
- CBLT
 - Meetings: 4th Tuesday of the month at 3:30
 - September 22, 2020 - Election
 - October 27, 2020 - Approve CIP Goals
 - January 26, 2021 - Process Monitoring
 - June 22, 2021 - Needs Assessment
 - Members:

Name	Position	Year
Jeanna Sniffin (ILT)	Chair (Principal)	
Cat Brown (ILT)	Counselor	
Erin Leleux (ILT)	Classroom Teacher	1 of 2
Diane Collman (TL)	Classroom Teacher	1 of 2
Amanda Doerfler (ILT)	Classroom Teacher	1 of 2
Kendell Quillin	Classroom Teacher	1 of 2
Lindsey Lanoue	Classroom Teacher	1 of 2
Angie Jones (ILT)	Classroom Teacher	1 of 2
Andrea Pacheco (ILT)	Classroom Teacher	2 of 2
Minda Egbert (ILT)	Classroom Teacher	2 of 2

Name	Position	Year
Amy Mireles (TL)	Classroom Teacher	2 of 2
Kim Pauley (TL)	Classroom Teacher	2 of 2
Amy Chavez Word (TL)	Classroom Teacher	2 of 2
Madeline Brumley (TL)	Classroom Teacher	2 of 2
Lindsay Harris	District Represented	1 of 2
Alex Alvarez	Parent	1 of 2
Alex Dickerson	Parent	1 of 2
Tiffany Struman	Community	1 of 2
Shelton Leluex	Community	1 of 2
Amanda South	Business	1 of 2
Clay Green	Business	1 of 2

School Context and Organization Strengths

- Communication tools like the Roadrunner TraXX and Remind App are used to avoid the need for extra after school meetings.
- A shared decision making process is established with multiple collaborative teams which include the Team Leaders, Instructional Leadership Team, and Campus Based Leadership Team.
- Positive results in the faculty survey on school metaphor and empowerment.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): PLC Meetings and faculty meetings have been used to manage new campus procedures and systems. **Root Cause:** Being a newer campus required a lot of time to develop processes and procedures.

Technology

Technology Summary

Teachers and students employ the computers and tablets for educational programs and Inquiry Projects in all academic areas. Additionally, our math, science, ELAR and social studies curriculum utilizes technology by offering parents and students accessibility to daily lessons through apps and online programs such as Seesaw, Classlink, and Google Classroom. Our students use technology to create projects in all subject areas.

Educator Surveys (STaR - Texas Education Agency)

- 100% of teachers on campus feel they are in the advanced tech category for the key area of teaching and learning.
- 50% of teachers feel they are in the advanced tech category for educator preparation and development key area and 50% in the developing tech category in educator preparation and development key area.
- In the leadership, administration, and instructional support key area, 25% of teachers feel they are in the early tech category. 50% of teachers feel they are in the advanced tech category. 25% of teachers feel they are in the target tech category.
- In the infrastructure for technology key area, 25% of teachers feel they are in the early tech category. 50% of teachers feel they are in the advanced tech category. 25% of teachers feel they are in the target tech category.

Technology Strengths

- One to one devices
 - IPADS K-1
 - Chromebooks 2-5
- Newline Interactive Board
- Ladibug Document Cameras
- Broadcasting equipment

Priority Problem Statements

Problem Statement 1: Growing number of students needing Tier II and Tier III behavior support.

Root Cause 1: An increase in families experiencing homelessness, family trauma, and COVID 19 hardships directly impact student behavior and campus culture/climate.

Problem Statement 1 Areas: Demographics

Problem Statement 2: More than 50% of students in 3rd and 4th grade did not meet standards on the MAP and STAAR math assessments.

Root Cause 2: The COVID-19 pandemic caused gaps in students' readiness, high absenteeism for students and some teachers, and a decrease in hands on instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Tier 1 instruction lack growth and learning measures.

Root Cause 3: Williams ES is a newer campus. 2022-2023 staff is largely newer and will need continued work with Tier 1 support during PLC's.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Parents were not actively engaged in campus activities.

Root Cause 4: COVID 19 restrictions

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: PLC Meetings and faculty meetings have been used to manage new campus procedures and systems.

Root Cause 5: Being a newer campus required a lot of time to develop processes and procedures.






Problem Statement 5 Areas: School Context and Organization

Goals

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in a monthly SST (Student Success Team) meetings to discuss student performance data and plan for opportunities for student feedback. Strategy's Expected Result/Impact: Students will learn how to take ownership of their learning and be an active agent in their learning. Staff Responsible for Monitoring: Teachers, LDC, principal Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1		Formative			Summative
		Dec	Mar	May	Aug
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue







Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Tier 1 instruction lack growth and learning measures. Root Cause: Williams ES is a newer campus. 2022-2023 staff is largely newer and will need continued work with Tier 1 support during PLC's.
School Context and Organization
Problem Statement 1: PLC Meetings and faculty meetings have been used to manage new campus procedures and systems. Root Cause: Being a newer campus required a lot of time to develop processes and procedures.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

Evaluation Data Sources: Board Target Dashboard






Strategy 1 Details	Reviews			
Strategy 1: Students will participate in a monthly character trait lesson that aligns with Capturing Kids' Hearts curriculum and GISD and Campus SEL Survey feedback. Strategy's Expected Result/Impact: Students will learn how to socialize with one another. They will learn how to self regulate and become aware of their emotions and feelings. Staff Responsible for Monitoring: Counselor, Teachers Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Calming bucket materials, guest speaker, classroom supplies - 199 General Fund, SCE - \$1,500	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Faculty members will engage in monthly Social Emotional Learning professional learning activities. Strategy's Expected Result/Impact: Faculty members know how to respond appropriately to extreme behaviors and put in place proactive measures. Staff Responsible for Monitoring: Heather Moeller, Counselor, Principal Title I: 2.5 - TEA Priorities: Improve low-performing schools Funding Sources: General Supplies - 199 General Fund, SCE - 199.13.6399.00 - \$200	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025.

HB3 Goal

Evaluation Data Sources: 1. CCMR Data from the State and OnData Suite and 2. Eduphoria Workshop Attendance. 3. Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Williams Elementary will hold Career Day for all students to experience various future job opportunities. Strategy's Expected Result/Impact: Students will be able to speak to future plans after high school. Staff Responsible for Monitoring: Counselor, principal Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.






Performance Objective 4: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Students will get small group direct instruction in math that is focused on specific math skills that the student struggles with. Strategy's Expected Result/Impact: Increase in math performance on MAP as well as on unit assessments Staff Responsible for Monitoring: Math Teachers, Math Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Measuring Up Math books - 199 General Fund, SCE - \$2,000	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will unpack the standards into learning progressions and write success criteria for common formative assessments for each unit of study Strategy's Expected Result/Impact: Teachers will know where each of their students are in the learning progression and identify next steps for learning. Staff Responsible for Monitoring: Learning Design Coach, Reading and Math Interventionist, Gifted and Talented Teacher, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Assessment Supplies - 211 Title I, Part A - 211.E.11.6329.00.111.2.30.000 - \$6,000	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 3 Details	Reviews			
Strategy 3: All teachers will implement Number Talks into daily math lessons. Strategy's Expected Result/Impact: Students will increase numeracy which will ultimately show in the growth on benchmarks (BOY, MOY, EOY). Staff Responsible for Monitoring: Principal, LDC, Math Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 5: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, DRA & Standard Based Teacher Assessments.

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grades, Eduphoria (DRA)

Strategy 1 Details	Reviews			
Strategy 1: Students will get small group direct instruction in reading that is focused on specific reading skills that the student struggles with. Strategy's Expected Result/Impact: Increase in reading performance on MClass Staff Responsible for Monitoring: Reading teachers, Reading Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Measuring Up Reading Books - 199 General Fund, SCE - \$2,000	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Teachers will unpack the standards into learning progression and write success criteria for common formative assessments within each unit of study. Strategy's Expected Result/Impact: Teachers will know where each of their students are in the learning progression and identify next steps for learning. Staff Responsible for Monitoring: Learning Design Coach, Reading and Math Interventionist, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Assessment Supplies - 211 Title I, Part A - 211.E.11.6329.00.111.2.30.000 - \$6,000	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
Strategy 3: 4th and 5th grade teachers will implement the KAT framework with fidelity Strategy's Expected Result/Impact: Student reading comprehension will improve as seen on MClass and STAAR data. Staff Responsible for Monitoring: Principal, LDC Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:





Curriculum, Instruction, and Assessment
Problem Statement 1: Tier 1 instruction lack growth and learning measures. Root Cause: Williams ES is a newer campus. 2022-2023 staff is largely newer and will need continued work with Tier 1 support during PLC's.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 6: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.





Evaluation Data Sources: Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
Strategy 1: Students will engage in individualized learning opportunities using digital platforms like ST Math, RAZ Kids, Star Fall, and Brainpop. Strategy's Expected Result/Impact: Students will make progress in reading and math growth on MAP assessments. Staff Responsible for Monitoring: Classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Students will work in individualized and personalized small group in reading and math during guided reading and math workshops. Strategy's Expected Result/Impact: Students will make progress in reading and math on MAP assessments Staff Responsible for Monitoring: Classroom Teacher, Reading Interventionist, Math Interventionist, Learning Design Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Dry erase markers, sentence strips, chart paper, manipulatives, leveled readers - 199 General Fund, SCE - 199.11.6399.01 - \$12,000, Leveled readers, math manipulatives - 211 Title I, Part A - 211.E.11.6399.00.111.2.30.000 - \$7,000	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
Strategy 3: Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker once a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors	Formative			Summative
	Dec	Mar	May	Aug
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 7: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet collaboratively quarterly for Design Day planning to design engaging learner experiences that meet the needs of all students. Strategy's Expected Result/Impact: Students will demonstrate higher level of mastery as measured by MAP, MClass, STAAR and Standards based reporting. Staff Responsible for Monitoring: Learning Design Coach, Math and Reading Interventionist, Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Context and Organization 1 Funding Sources: Substitute Teacher - 211 Title I, Part A - 211.E.11.6112.00.111.2.30.000 - \$7,600	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 7 Problem Statements:

School Context and Organization	
Problem Statement 1: PLC Meetings and faculty meetings have been used to manage new campus procedures and systems. Root Cause: Being a newer campus required a lot of time to develop processes and procedures.	

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)





Evaluation Data Sources: Board Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will begin orienting to and understanding the work of the Williams Elementary CBAS plan by collaborating with GISD leadership and CBAS Pilot schools. Strategy's Expected Result/Impact: Williams Elementary CBAS plan will continue to be developed and new staff oriented and onboarded for CBAS learning. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 2: Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Strategy 1 Details	Reviews			
Strategy 1: Each grade level will participate in an evening musical performance and art showcase. Strategy's Expected Result/Impact: Parents will engage and celebrate fine arts accomplishments together. Events will help build relationships, trust, and a sense of school pride. Staff Responsible for Monitoring: Principal, Music Teacher, Art Teacher Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Art Supplies, music, costumes/props - 199 General Fund, SCE - 199.11.6399.01 - \$2,000	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Williams Elementary School will host Writing, Reading, and STEAM Night Strategy's Expected Result/Impact: WES will build strong relationships while supporting parents in their roles as co-educators. Staff Responsible for Monitoring: Principal, Learning Design Coach, Reading and Math Interventionist, Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: activity supplies, snacks - 211 Title I, Part A - 211.E.61.6329.00.111.2.30.000 - \$2,093	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
Strategy 3: Williams Elementary will begin the Watch DOGS program. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal, LDC Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Purchase of the program - 211 Title I, Part A - \$500	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents were not actively engaged in campus activities. Root Cause: COVID 19 restrictions

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

Evaluation Data Sources: Design Team and Action team rosters; stakeholder feedback





Strategy 1 Details	Reviews			
Strategy 1: Williams Elementary will create a Site-based decision making committee that will meet regularly throughout the year to discuss systems and processes. Strategy's Expected Result/Impact: Increased participation with all stakeholders in school activities. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Dec	Mar	May	Aug
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents were not actively engaged in campus activities. Root Cause: COVID 19 restrictions

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.





Strategy 1 Details	Reviews			
Strategy 1: The staff will participate in monthly committee meetings including Team Leader, SEL, MTSS, and Sunshine Committee. Strategy's Expected Result/Impact: Each committee will work through different systems of the building and have opportunities to present to the staff. Staff Responsible for Monitoring: LDC, Counselor, Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Context and Organization 1	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

School Context and Organization
Problem Statement 1: PLC Meetings and faculty meetings have been used to manage new campus procedures and systems. Root Cause: Being a newer campus required a lot of time to develop processes and procedures.

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 3: Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

Strategy 1 Details	Reviews			
Strategy 1: The MTSS (Multi-tiered System of Supports) will meet monthly and continue to build the Tier One Supports on campus. Strategy's Expected Result/Impact: Teachers and students will know and understand expectations and processes. Staff Responsible for Monitoring: MTSS Team, Counselor Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: posters, campus wide incentives and rewards - 211 Title I, Part A - \$800	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: The leadership team will implement safety strategies across the campus including walkie talkie protocol and processes for assisting teachers with behavior on the Tier 1 level. Strategy's Expected Result/Impact: Teachers will be empowered to build meaningful relationships with their students and will know what to do/who to call when they need assistance. Staff Responsible for Monitoring: AP, Counselor, Principal Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Growing number of students needing Tier II and Tier III behavior support. **Root Cause:** An increase in families experiencing homelessness, family trauma, and COVID 19 hardships directly impact student behavior and campus culture/climate.

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details	Reviews			
Strategy 1: Grade levels will pair up and have opportunities throughout the year to serve each other. Strategy's Expected Result/Impact: Students will learn how to serve others and understand the impact of service as they receive it from other grade levels. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, LDC, Interventionists Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Multicultural Day/Night- students will research cultures within their classroom and celebrate through activities and presentations Strategy's Expected Result/Impact: Students will learn about and understand the importance of respecting others' differences. Staff Responsible for Monitoring: Principal, LDC, Counselor, Interventionists, Teachers Title I: 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Supplies, food for evening event - 211 Title I, Part A - \$600	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Growing number of students needing Tier II and Tier III behavior support. **Root Cause:** An increase in families experiencing homelessness, family trauma, and COVID 19 hardships directly impact student behavior and campus culture/climate.

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details	Reviews			
Strategy 1: Staff will be provided with multiple learning opportunities throughout the school year and summer to attend and bring back to the campus. Strategy's Expected Result/Impact: Teachers will be empowered to find learning opportunities. Teachers will want to share what they learned with the staff. Students will benefit from stronger instructional practices. Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Tier 1 instruction lack growth and learning measures. Root Cause: Williams ES is a newer campus. 2022-2023 staff is largely newer and will need continued work with Tier 1 support during PLC's.

Campus Funding Summary

199 General Fund, SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Calming bucket materials, guest speaker, classroom supplies		\$1,500.00
1	2	2	General Supplies	199.13.6399.00	\$200.00
1	4	1	Measuring Up Math books		\$2,000.00
1	5	1	Measuring Up Reading Books		\$2,000.00
1	6	2	Dry erase markers, sentence strips, chart paper, manipulatives, leveled readers	199.11.6399.01	\$12,000.00
2	2	1	Art Supplies, music, costumes/props	199.11.6399.01	\$2,000.00
Sub-Total					\$19,700.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Assessment Supplies	211.E.11.6329.00.111.2.30.000	\$6,000.00
1	5	2	Assessment Supplies	211.E.11.6329.00.111.2.30.000	\$6,000.00
1	6	2	Leveled readers, math manipulatives	211.E.11.6399.00.111.2.30.000	\$7,000.00
1	7	1	Substitute Teacher	211.E.11.6112.00.111.2.30.000	\$7,600.00
2	2	2	activity supplies, snacks	211.E.61.6329.00.111.2.30.000	\$2,093.00
2	2	3	Purchase of the program		\$500.00
3	3	1	posters, campus wide incentives and rewards		\$800.00
4	1	2	Supplies, food for evening event		\$600.00
Sub-Total					\$30,593.00