

Georgetown Independent School District
Williams Elementary
2023-2024 Campus Improvement Plan

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Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.	29
Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.	35
Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.	41
Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.	43
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Williams elementary is entering year four of existence. The student population is increasing rapidly. There is new construction all around the campus which means enrollment will be rapidly continuing to increase. The student population of Williams is a combination of nearby planned development neighborhoods and also very rural students, including a significant number living in RVs or mobile homes. Williams will expand the bilingual program into second grade in 2023-24. Williams will also house the centralized Dual language program, zoning in students from Mitchell Elementary and Carver Elementary. This means Williams will offer bilingual education in grades PK, K, 1st grade and 2nd grade. Williams Elementary will serve over 750 students this coming school year, with one principal, two assistant principals and one campus guidance counselor.

	2021-2022	2022-2023
Total Students	526	655
Male	50%	49%
Female	50%	51%
Economic Disadvantage	48%	55%
Homeless	0%	0%
At Risk	19%	39%

Student Demographics

	2021-2022	2022-2023
Hispanic-Latino	60%	60%
American Indian	1%	1%

	2021-2022	2022-2023
Asian	3%	6%
Black	4%	5%
White	27%	26%
Two-or-More	5%	4%

Programs

	2021-2022	2022-2023
LEP	17%	21%
Bilingual	10%	14%
ESL	9%	11%
GT	3%	4%
Special Ed.	14%	17%
Dyslexia	7%	8%

Demographics Strengths

- Williams Elementary is a diverse campus.
- The community around Williams Elementary is growing.
- Williams is in its third year of existence and the staff overall is committed to the mission and vision of the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Growing number of students needing Tier II and Tier III support. **Root Cause:** COVID created a large learning gap.

Student Achievement

Student Achievement Summary

This year we continued to focus on Tier 1 instruction and Tier 3 placement and progress monitoring. Teachers continued to plan together as they learned the new system, Amplify. Teachers are still learning how to best use this resource and understand how it works. More training on this program and the intervention piece is needed. Interventionists were able to be with groups more this year and did less subbing in classrooms. This allowed for the T3 students to get more individualized instruction. However only having one intervention time made it difficult to complete the programs as designed. Having a master schedule that allows for two Target times is necessary to meet the needs of all students especially those that need dyslexia and math intervention. Skyward progress monitoring was used to track data which allowed for all staff to view this progress. MAP data, STAAR projections, and 2022 STAAR scores are attached as an addendum.

Student Achievement Strengths

- Intervention time was continued for students to meet in small groups for Tier 2 and Tier 3 groups to include Texas HB4545 groups.
- Math labs were continued this year where all math teachers come together to learn, observe instruction and practice new teaching skills with a mentor teacher.
- Literacy labs were continued this year where all reading teachers come together to learn, observe instruction and practice new teaching strategies with a mentor teacher.
- Design days were incorporated into the daily schedule quarterly. Teachers plan with their team and leadership team to collaborate and create learning progressions and learning intentions for upcoming units.
- PLC's were used to collaborate, plan and refine instruction for upcoming lessons.
- Consistent small group intervention and instruction across all grade levels.
- Progressing Monitoring kept in Skyward for T3 students.
- Implementation of MTSS process
- One PLC a month was for MTSS purposes.
- Para Interventionist was hired to work with some grade level Tier students,
- Learning Walks were completed so teachers could learn and help colleagues.
- Before and after school tutoring sessions were held to help HB 4545 students in the area of math and reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The SES survey data shows that several students struggle with picking a calming strategy when they are sad or mad and applying that strategy in

the classroom setting. **Root Cause:** Our students come to school with outside trauma, post-COVID trauma, and lack the skills to safely cope with their emotions.

Problem Statement 2 (Prioritized): There is no system for teachers to use to set up progress monitoring and a consistent meeting to discuss progress. **Root Cause:** The campus staff has spent a great deal of time on Tier 1 instruction.

Problem Statement 3 (Prioritized): There is no specific design day allotted for science. **Root Cause:** The focus of instruction has been in math and reading.

Problem Statement 4 (Prioritized): There is no consistent math spirial review for place value and fluency. **Root Cause:** The introduction of new resources has created some confusion with staff on expectations with math 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 our emergent tree student expectations of being safe, responsible and respectful. 59 % of the students at Williams Elementary mostly agree that they are supported and cared for by an adult and 34 % agree they are cared for and supported by an adult at Williams. 70 % of the students also feel that they have a friend at school who cares about them.

Our mission is for students and staff to Lead, Grow and Serve. At Williams we give teachers many opportunities to continue growing their learning on our Professional learning days on campus and days provided by the district. Our students are able to lead, grow and serve through various UIL events, after school clubs as well as through various learning opportunities in the classroom.

Safety is a huge priority at WES and the data shows through our Student survey that 59% mostly agree and 29.7 % of students agree that they feel safe at school. 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 Celebrations, and classroom awards. Williams promotes positive choices through morning meetings with the Principal and Assistant Principal and TRAXX Tickets, and school wide celebrations.

We also offer a variety of events to meet the needs of our diverse population: Red Ribbon Week and campus-wide guidance lessons. We have had several parent involvement nights such as Reading night, and STEM night for parents to complete activities on campus with their children. 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

- SEL monthly meetings
- Roadrunner Champion of the Month
- 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
 - Chase the Chief
 - Texas Day
 - Field Day
- Veteran's Day
- Denise Lee assembly

- UIL
- Sea Perch
- Art Club
- Chess Club
- Alex Lemonade Stand
- PALS
- SES Student Survey (3-5)
- Reading Night
- STEM Night
- Prek & Kindergarten Round up
- Kindergarten Roadrunner Camp
- WES Parent Survey
- Fun runs
- Student Mentors
- Safety Patrol greeters

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Williams needs to continue establishing and promoting our varied and diverse cultural identities. **Root Cause:** The school community is only 3 years old and still trying to define itself.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Williams Elementary grew significantly for the 2022-2023 school year. Williams added 1st grade Dual Language, and an additional ILC classroom, making 3 ILC classes. Williams enrollment continues to increase due to construction. The faculty retention rate was 80%. The state of Texas and even the nation as a whole experienced a teacher shortage. For the 22-23 school year, Williams needed 46 instructional positions. 6 positions were unable to be filled at the beginning of the year. 3 of the 6 positions were filled by long term subs who are currently seeking alternative certification.

2021 Hiring

Administrative - 7

Instructional Paraprofessionals - 13

Teachers - 40

Teacher Certification

37 teachers fully certified (100%)

Paraprofessional Qualification

Texas Educational Aide Certification - Instructional 13 (100%)

Texas Educational Aide Certification - Administrative 2 (100%)

Staff Retention Rates

80% Retention Rate

3 teachers K-2 leaving for family reasons.

1 teacher K-2 left the profession

1 SpEd moved to a school closer to her home

5 Teachers 3-5 moved to a school closer to home

1 Teacher 3-5 wanted to transition to middle school

2022-2023 Staffing

Adding the following position:

- 1st Grade Dual Language Spanish
- 1st Grade Dual Language English
- 1st Grade Gen Ed
- 2nd Grade Teacher
- 4th Grade Teacher
- ILC paraprofessional (one on one)
- Resource Teacher

Student to Teacher Ratio

PK 20:1

K 23:1

1 19:1

2 21:1

3 21:1

4 19:1

5 26:1

Staff Quality, Recruitment, and Retention Strengths

- PK classes each had a paraprofessional to support their classroom.
- All paraprofessionals have a Texas Educational Aide Certification.
- There is a high retention rate for teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges. **Root Cause:** Our population is growing rapidly.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum is clearly aligned with 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. Our process this year began with design/planning days where we spent time unpacking and understanding the TEKS, then we planned the nine weeks out by creating learning intentions and success criteria to guide instruction. This work continued during PLCs where we took the pathways created and designed lessons around the work we did in design days. The Instructional Leadership Team is a part of weekly PLCs and offers support and collaboration. During this time, we also discussed previous weeks' lessons and what went well and what did not. 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 45 minutes daily. Classroom teachers serve Tier II students. Tier III students are served by interventionists, the dyslexia specialist, and/or special education teachers. Gifted and talented students are served 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. In addition, each grade level participated in one to two Learning Labs focused on campus instructional needs which included modeling of exemplar instruction with a follow-up Learning Walk. Student progress and achievement were assessed through consistent formal and informal assessments throughout the year. Interim assessments provided additional data that guided teacher instruction.

Curriculum, Instruction, and Assessment Strengths

- Grade-level teams have planning times with the Learning Design Coach
- Weekly PLCs
- Design days for all grade levels, one per nine weeks
- Professional development
- Learning walks/Observations
- Learning Labs/Modeling exemplar instruction
- Interim Assessments
- Consistent beginning, middle, and end-of-year assessments

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is no clear process for creating common formative assessments. **Root Cause:** New administration and new staff

Parent and Community Engagement

Parent and Community Engagement Summary

Every effort is made to ensure that parents are happy and feel welcome at Williams Elementary School. Parents and community members are involved in many meaningful activities that support student learning. For example we have several Title nights like STEM and Reading nights where families are invited to participate in engaging activities as well as having the ability to take home activities that provide learning opportunities at home. Families are invited to come to family nights that showcase student art work as well as music performances for all grade levels.

Parents and community members are involved through participation in PTA, our WatchDog program, volunteering for events like Chase the Chief, APEX fundraising events, and field day activities.

Our school uses many different ways to send out information to families such as School Messenger, notes home, teacher conferences, monthly newsletters, and phone communication. School correspondence is provided in English and Spanish. Local businesses have donated school supplies. Business representatives, parents, and community members are part of our Community Based Leadership Team to help make school decisions. Williams teachers participate and volunteer at all the activities in order to show support and their commitment to student success.

We have many resources available to support families through our GISD community resource guide that provides parents with information about mental health and wellness, non-profit resources, crisis supports, drug and alcohol supports and food and clothing assistance.

Parent and Community Engagement Strengths

Build strong relationships with all stakeholders.

- Tuesday Newsletter Email
- Social Media
 - Facebook
 - Website
- CBLT
- UIL
- Meet the teacher night
- Music programs for all grade levels
- Art showcase
- Literacy Night
- STEM Night
- Kindergarten Roadrunner Camp
- Kindergarten and Pre K Roundup event
- Parent Survey
- Book fairs
- APEX fundraiser
- Fun runs

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Only 2% of Williams parents are members of the PTA. **Root Cause:** We are a 3 year old campus, opening during COVID, and we are still establishing our community.

Problem Statement 2 (Prioritized): Only 30% of Williams staff are members of the PTA. **Root Cause:** We are a 3 year old campus, we are still developing our staff community.

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 2023-2024, Williams will move the focus of weekly PLC meetings to be more focused on assessment and progress monitoring. A Williams Elementary Design Team will be created to assist in decision making and problem solving.

WES Teacher Survey Results:

32 Responses: 28% from PK-2 teachers, 22% from 3-5 teachers, 50% from specials, special education, Library, etc.

1. The best guiding metaphor to describe WES is:
 - a. A Learning Organization- 81.3%
 - b. A Professional Service- 9.4%
 - c. A Factory- 6.3%
 - d. A warehouse- 3.1%
 - e. A Prison-0%
2. I feel empowered to make decisions.
 - a. Strongly Agree- 28.1%
 - b. Agree-40.6%
 - c. Neutral-25%
 - d. Disagree-6.3%
 - e. Strongly Disagree-0%
3. My team creates engaging work for all students using the GISD Learner Profile.
 - a. Strongly Agree- 31.3%
 - b. Agree-34.4%
 - c. Neutral-25%
 - d. Disagree-6.3%
 - e. Strongly Disagree-3.1%

4. Devices are used to create a Blended Learning Model with integrated technology.
 - a. Strongly Agree-18.8%
 - b. Agree-53.1%
 - c. Neutral-25%
 - d. Disagree-3.1%
 - e. Strongly Disagree-0%
5. I am equipped with the supplies and resources I need to be successful in my position.
 - a. Strongly Agree-31.3%
 - b. Agree-40.6%
 - c. Neutral-18.8%
 - d. Disagree-9.4%
 - e. Strongly Disagree-0%
6. The PLC process supports my teaching and learning.
 - a. Strongly Agree-15.6%
 - b. Agree-28.1%
 - c. Neutral-40.6%
 - d. Disagree-6.3%
 - e. Strongly Disagree-9.4%
7. I feel physically safe at Williams Elementary.
 - a. Strongly Agree- 43.8%
 - b. Agree-46.9%
 - c. Neutral- 6.3%
 - d. Disagree- 3.1%
 - e. Strongly Disagree-0%
8. I have a positive perception of our building and working spaces.
 - a. Strongly Agree-31.3%
 - b. Agree-56.3%
 - c. Neutral-6.3%
 - d. Disagree-6.3%

- e. Strongly Disagree-0%
- 9. Educators at this school work together to ensure student success.
 - a. Strongly Agree-31.3%
 - b. Agree-56.3%
 - c. Neutral-12.5%
 - d. Disagree-0%
 - e. Strongly Disagree-0%
- 10. Students at WES are treated fairly regardless of race, culture, religion, gender, or disabilities.
 - a. Strongly Agree-53.1%
 - b. Agree-34.4%
 - c. Neutral-9.4%
 - d. Disagree-3.1%
 - e. Strongly Disagree-0%
- 11. Educators usually talk positively about students in the staff areas.
 - a. Strongly Agree-15.6%
 - b. Agree-56.3%
 - c. Neutral-12.5%
 - d. Disagree-15.6%
 - e. Strongly Disagree-0%
- 12. The principals make decisions that are in the best interest of students.
 - a. Strongly Agree-21.9%
 - b. Agree-56.3%
 - c. Neutral-21.9%
 - d. Disagree-0%
 - e. Strongly Disagree-0%
- 13. I know what the principals expect of me as a staff member at this school.
 - a. Strongly Agree-28.1%
 - b. Agree-46.9%
 - c. Neutral-15.6%

- d. Disagree-6.3%
 - e. Strongly Disagree-3.1%
14. The principals display courtesy and respect in dealing with people.
- a. Strongly Agree-34.4%
 - b. Agree-53.1%
 - c. Neutral-12.5%
 - d. Disagree-0%
 - e. Strongly Disagree-0%
15. The principals respond promptly to emails and requests for assistance.
- a. Strongly Agree-31.3%
 - b. Agree-53.1%
 - c. Neutral-6.3%
 - d. Disagree-9.4%
 - e. Strongly Disagree-0%
16. The principals handle personnel concerns in a professional and confidential manner.
- a. Strongly Agree-34.4%
 - b. Agree-50%
 - c. Neutral-12.5%
 - d. Disagree-3.1%
 - e. Strongly Disagree-0%
17. The principals effectively help with student discipline.
- a. Strongly Agree-18.8%
 - b. Agree-34.4%
 - c. Neutral-34.4%
 - d. Disagree-9.4%
 - e. Strongly Disagree-3.1%
18. I feel respected and supported by my administrative team.
- a. Strongly Agree-28.1%
 - b. Agree-53.1%

- c. Neutral-9.4%
- d. Disagree-6.3%
- e. Strongly Disagree-3.1%

19. I enjoy working at this school.

- a. Strongly Agree-34.4%
- b. Agree-56.3%
- c. Neutral-9.4%
- d. Disagree-0%
- e. Strongly Disagree-0%

20. Overall, I feel there is a positive morale at WES among the faculty.

- a. Strongly Agree-21.9%
- b. Agree-53.1%
- c. Neutral-21.9%
- d. Disagree-3.1%
- e. Strongly Disagree-0%

21. Our school's Multi-Tier Support System (MTSS) programs are closing academic gaps for students.

- a. Strongly Agree-3.1%
- b. Agree-46.9%
- c. Neutral-43.8%
- d. Disagree-6.3%
- e. Strongly Disagree-0%

22. Our school's Multi-Tier Support System (MTSS) has a positive impact on student behavior.

- a. Strongly Agree-3.1%
- b. Agree-37.5%
- c. Neutral-53.1%
- d. Disagree-6.3%
- e. Strongly Disagree-0%

23. Most teachers at this campus give a wide range of assignments, matched to students' needs and skill level.

- a. Strongly Agree-21.9%

- b. Agree-43.8%
- c. Neutral-34.4%
- d. Disagree-0%
- e. Strongly Disagree-0%

24. In our school, we have opportunities to learn effective teaching strategies.

- a. Strongly Agree-15.6%
- b. Agree-46.9%
- c. Neutral-21.9%
- d. Disagree-12.5%
- e. Strongly Disagree-3.1%

25. Most teachers at this campus incorporate learners' interests and strengths into lessons.

- a. Strongly Agree-15.6%
- b. Agree-62.5%
- c. Neutral-21.9%
- d. Disagree-0%
- e. Strongly Disagree-0%

26. In our school, we have high expectations for all students.

- a. Strongly Agree-15.6%
- b. Agree-65.6%
- c. Neutral-15.6%
- d. Disagree-3.1%
- e. Strongly Disagree-0%

27. Teachers at our campus are encouraged to use innovative instructional practices.

- a. Strongly Agree-21.9%
- b. Agree-62.5%
- c. Neutral-15.6%
- d. Disagree-0%
- e. Strongly Disagree-0%

28. School administrators, teachers, and staff work together effectively to achieve school goals.

- a. Strongly Agree-25%
- b. Agree-46.9%
- c. Neutral-25%
- d. Disagree-3.1%
- e. Strongly Disagree-0%

29. I am a member of the WES PTA.

- a. Yes-31.3%
- b. No-68.8%

30. Our school has activities to celebrate the culture of our community.

- a. Strongly Agree-9.4%
- b. Agree-46.9%
- c. Neutral-28.1%
- d. Disagree-12.5%
- e. Strongly Disagree-3.1%

31. I communicate with families about student progress.

- a. Strongly Agree-34.4%
- b. Agree-50%
- c. Neutral-12.5%
- d. Disagree-3.1%
- e. Strongly Disagree-0%

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 as well as on the WES HUB so all faculty members can access it anytime.
- 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, Reading Interventionist, Math Interventionist
- Team Leader Meetings
 - Meetings: 2nd Tuesday of the month 3:30-4:30
- Weekly Leadership Meetings
 - Meetings: Tuesdays 10:00-10:45
 - Members: Principal, Assistant Principal, Counselor, Learning Design Coach, Admin Assistant
- CBLT
 - Meetings: 4th Tuesday of the month at 3:30
 - September, November, March, June
 - Members:

Name	Position	Year
Jessica Marek (ILT)	Chair (Principal)	
Cat Brown (ILT)	Counselor	
Angie Jones (ILT)	Classroom Teacher	1 of 2
Mabel Gallardo (ILT)	Classroom Teacher	1 of 2
Hannah Tate (ILT)	Classroom Teacher	1 of 2
Minda Egbert (ILT)	Classroom Teacher	2 of 2
Bretton Schulz	District Represented	1 of 2
Dale Marek	Parent	1 of 2
Alex Dickerson	Parent	1 of 2
Mike Grant	Community	1 of 2

Name	Position	Year
Veronica Schofield	Business	1 of 2
Kim Heimann	Business	1 of 2

School Context and Organization Strengths

- Communication tools like the Roadrunner TraXX 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): Over half of the staff does not believe that the current PLC process supports their teaching and learning. **Root Cause:** New Leadership and lack of a common understanding

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 students accessibility to lessons through apps and online programs such as Seesaw, Classlink, and Google Classroom. Classrooms are also able to utilize online databases for research such as TexQuest and campus provided subscription programs like BrainPop, BrainPop Jr. and Starfall. Our students use technology to create projects in all subject areas. A majority of teachers feel they are in the developing tech category for teaching and learning, educator preparation and development, and leadership, administration, and instructional support.

Technology Strengths

- One to one devices
 - IPADS PK
 - Chromebooks K-5
- Newline Interactive Board
- Ladibug Document Cameras
- Broadcasting equipment
- Campus IPADS available to check out from Makerspace
- IPADS for fine arts classes (Art and Music)
- IPADS for library classes

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Technology is not being utilized to solve real world problems or provide learning opportunities beyond the classroom. **Root Cause:** Post COVID has pushed teachers away from chromebook usage.

Priority Problem Statements

Problem Statement 1: There is no specific design day allotted for science.

Root Cause 1: The focus of instruction has been in math and reading.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There is no consistent math spirial review for place value and fluency.

Root Cause 2: The introduction of new resources has created some confusion with staff on expectations with math instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Williams needs to continue establishing and promoting our varied and diverse cultural identities.

Root Cause 3: The school community is only 3 years old and still trying to define itself.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges.

Root Cause 4: Our population is growing rapidly.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Only 2% of Williams parents are members of the PTA.

Root Cause 5: We are a 3 year old campus, opening during COVID, and we are still establishing our community.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Over half of the staff does not believe that the current PLC process supports their teaching and learning.

Root Cause 6: New Leadership and lack of a common understanding

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: Technology is not being utilized to solve real world problems or provide learning opportunities beyond the classroom.

Root Cause 7: Post COVID has pushed teachers away from chromebook usage.

Problem Statement 7 Areas: Technology

Problem Statement 8: There is no system for teachers to use to set up progress monitoring and a consistent meeting to discuss progress.

Root Cause 8: The campus staff has spent a great deal of time on Tier 1 instruction.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: There is no clear process for creating common formative assessments.

Root Cause 9: New administration and new staff

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Only 30% of Williams staff are members of the PTA.

Root Cause 10: We are a 3 year old campus, we are still developing our staff community.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: The SES survey data shows that several students struggle with picking a calming strategy when they are sad or mad and applying that strategy in the classroom setting.

Root Cause 11: Our students come to school with outside trauma, post-COVID trauma, and lack the skills to safely cope with their emotions.

Problem Statement 11 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

Williams Elementary
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals





Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

Evaluation Data Sources: Keyboarding Usage data, PLC Observations, Teacher Feedback, STAAR data

Strategy 1 Details		Reviews			
Strategy 1: Incorporate keyboarding instruction into the Specials rotation and Writers Workshop and clearly establish technology/ typing literacy practices at all grade levels, especially the lower grade levels. Strategy's Expected Result/Impact: Students will gain proficiency with keyboarding skills. Teachers will be able to measure and track progress using the technology monitoring tools. Staff Responsible for Monitoring: Classroom teachers, Design Team Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Technology 1		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: WES will include science planning into design days and create a science vertical team that will meet monthly. Strategy's Expected Result/Impact: Alignment of science instruction across all grade levels, Increased Science STAAR Scores Staff Responsible for Monitoring: Administrators, LDC's Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3		Formative			Summative
		Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: There is no specific design day allotted for science. Root Cause: The focus of instruction has been in math and reading.
Technology
Problem Statement 1: Technology is not being utilized to solve real world problems or provide learning opportunities beyond the classroom. Root Cause: Post COVID has pushed teachers away from chromebook usage.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: See addendum attached.





Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: student surveys, staff surveys, quarterly campus culture climate survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will represent their college alma maters to showcase postsecondary education. Strategy's Expected Result/Impact: Representation will encourage familiarity and promote exploration of postsecondary experience opportunities. Staff Responsible for Monitoring: Campus Design Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Williams will schedule time during a monthly faculty meeting to feature technology instruction, Q&A, program features, etc and will incorporate our Digital Learning Coach as part of the meetings. Strategy's Expected Result/Impact: Teachers will be more familiar with the capabilities of technology programs and incorporate technology into student creation of work. Staff Responsible for Monitoring: Classroom teachers, Design Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Technology
Problem Statement 1: Technology is not being utilized to solve real world problems or provide learning opportunities beyond the classroom. Root Cause: Post COVID has pushed teachers away from chromebook usage.





Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: Interim assessment data, Math STAAR, MAP data

Strategy 1 Details	Reviews			
Strategy 1: Williams Elementary will provide teachers with and teachers will use a math spiral review resource for all grade levels. Strategy's Expected Result/Impact: Improved MAP scores (BOY, MOY, EOY) by at least 50% Staff Responsible for Monitoring: Administrators, LDCs, and Interventionists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 4	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: WES will administer fall and spring interim tests. Strategy's Expected Result/Impact: Data from interim assessments will inform instruction and intervention. Spring Interim data will improve by at least 20% from the fall interim. Staff Responsible for Monitoring: Administrators, LDC, Interventionists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: All WES 3rd graders will show at least 20% improvement from Fall to Spring Interim Assessments in both math and reading. Strategy's Expected Result/Impact: Improvement on Interim assessments will relate to improved STAAR scores. Staff Responsible for Monitoring: Administrators, LDC, Interventionists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:





Student Achievement
Problem Statement 4: There is no consistent math spirial review for place value and fluency. Root Cause: The introduction of new resources has created some confusion with staff on expectations with math instruction.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Student Interest Survey, SES survey, teacher survey

Strategy 1 Details	Reviews			
Strategy 1: WES will offer before/after school clubs based upon student input and interests. Strategy's Expected Result/Impact: Improved student/teacher connections, increased on-time arrivals, increased attendance. Staff Responsible for Monitoring: Design Team, Librarian Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: WES will enhance student interest in embracing the representing their school mascot and school pride theme. Strategy's Expected Result/Impact: Improved student connections to the school/local community Staff Responsible for Monitoring: Design Team, Librarian Title I: 2.5 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Williams needs to continue establishing and promoting our varied and diverse cultural identities. Root Cause: The school community is only 3 years old and still trying to define itself.





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: TTESS Evaluations, staff surveys, teacher retention data, PLC observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in goal setting collaboration opportunities throughout the year. Strategy's Expected Result/Impact: New staff will feel welcome and part of the campus community, increased desire to stay and recruit other teachers Staff Responsible for Monitoring: Admin team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: WES will implement a PLC process that supports teacher needs to best promote necessary student learning outcomes. Strategy's Expected Result/Impact: Teachers will make data informed decisions regarding instruction. Teachers	Formative			Summative
	Oct	Jan	Apr	July

<p>will report the need for PLC time. PLC's will be more meaningful and relevant to teaching and student needs.</p> <p>Staff Responsible for Monitoring: LDC</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: School Context and Organization 1</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges.</p> <p>Root Cause: Our population is growing rapidly.</p>
School Context and Organization
<p>Problem Statement 1: Over half of the staff does not believe that the current PLC process supports their teaching and learning. Root Cause: New Leadership and lack of a common understanding</p>





Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Parent Volunteer sign up data, temperature check data

Strategy 1 Details	Reviews			
Strategy 1: Williams will have PTA and WatchDOG participation at all school events. Strategy's Expected Result/Impact: parent volunteers will increase. Increased awareness of what is happening on the campus and opportunities for family involvement. Staff Responsible for Monitoring: Administration, LDC, Staff PTA representatives Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will complete a quarterly culture temperature check to communicate campus needs throughout the school year. Strategy's Expected Result/Impact: New staff will feel welcome and part of the campus community and culture. Increased communication Staff Responsible for Monitoring: Admin team, Design Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
Strategy 3: Teachers will be trained and given the opportunity to provide calming strategies in the classroom that enhances social-emotional wellness. Strategy's Expected Result/Impact: Students will report in the SES survey that they are better able to self regulate by choosing strategies in the classroom. Staff Responsible for Monitoring: Counselor, Admin Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: The SES survey data shows that several students struggle with picking a calming strategy when they are sad or mad and applying that strategy in the classroom setting. Root Cause: Our students come to school with outside trauma, post-COVID trauma, and lack the skills to safely cope with their emotions.
Staff Quality, Recruitment, and Retention
Problem Statement 1: With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges. Root Cause: Our population is growing rapidly.
Parent and Community Engagement
Problem Statement 1: Only 2% of Williams parents are members of the PTA. Root Cause: We are a 3 year old campus, opening during COVID, and we are still establishing our community.

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff retention data, staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Williams social committee will plan frequent extracurricular/social gatherings outside of school to promote team building and promote the "family" culture of the campus. Strategy's Expected Result/Impact: New staff will feel welcome and part of the campus community. Improved teacher retention rate. Staff Responsible for Monitoring: Sunshine committee, Admin team, design team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
Strategy 2: Each new teacher (new to Williams) will be partnered with a mentor teacher and will be provided opportunities throughout the year to collaborate and grow their craft. Strategy's Expected Result/Impact: New staff will report feeling supported during their transition to a new campus/district/role. Mentor teachers will feel empowered to grow others. Staff Responsible for Monitoring: Admin team, design team, LDC's TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:





Staff Quality, Recruitment, and Retention
Problem Statement 1: With new staff in every grade level and the need to spread grade levels throughout the building, maintaining the family culture will present challenges. Root Cause: Our population is growing rapidly.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Social Media Activity reports, parent surveys, PTA membership data, volunteer data





Strategy 1 Details	Reviews			
Strategy 1: Williams will show an increased presence on social media platforms. Strategy's Expected Result/Impact: Increased awareness of and participation in PTA, increased awareness of what is happening on campus and opportunities for family involvement Staff Responsible for Monitoring: Administration, LDC Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: WES will streamline parent communication across the campus. Strategy's Expected Result/Impact: All parents will receive adequate communication from teachers and feel informed about what their student is learning/doing. Staff Responsible for Monitoring: Admin, LDC Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Watch DOG sign up data, parent volunteer data, PTA membership

Strategy 1 Details	Reviews			
Strategy 1: WES will increase staff and parent membership in PTA in different ways such as competitions among grade levels for increased participation and incentives for teachers to join PTA. Strategy's Expected Result/Impact: Increased parent participation at campus events and at PTA meetings. Staff Responsible for Monitoring: Staff PTA representative Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Williams will host events during the school day for families such as Donuts with Grownups, fall and spring cookouts, etc. Strategy's Expected Result/Impact: Increased parent participation at campus events Staff Responsible for Monitoring: Administration, LDC, design team Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Jan	Apr	July
<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: Only 2% of Williams parents are members of the PTA. Root Cause: We are a 3 year old campus, opening during COVID, and we are still establishing our community.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: parent surveys, teacher surveys, PTA membership data, volunteer data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 1: Williams will host events in the evening such as Literacy Night, STEAM Night, Open House, Multicultural Day, and various music performances. Strategy's Expected Result/Impact: Increased awareness of what is happening on our campus and opportunities for family involvement. Staff Responsible for Monitoring: Admin team, LDCs, Design Team, Specials Team Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1				

Strategy 2 Details		Reviews			
Strategy 2: WES will represent staff and student cultural backgrounds throughout the building and will provide opportunities throughout the year for students to make connections to their own culture. Strategy's Expected Result/Impact: Improved student/teacher connections, improved awareness and appreciation for the diversity of the campus Staff Responsible for Monitoring: Design Team, Librarian Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Apr	July
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Williams needs to continue establishing and promoting our varied and diverse cultural identities. Root Cause: The school community is only 3 years old and still trying to define itself.
Parent and Community Engagement
Problem Statement 1: Only 2% of Williams parents are members of the PTA. Root Cause: We are a 3 year old campus, opening during COVID, and we are still establishing our community.

Addendums

How to use this document Click HERE			
Priority Area	Student Learning, Growth and Progress		
Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.		
2023-2024 Q1: (Aug - Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide	Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
Common Formative Assessments across the grade levels	-observation and discussion during PLC/data binders	There are no common assessments aside from BOY MOY and EOY as well as other summative assessments	Calendar for teachers to use when designing units - Agenda skeleton for each unit/content/grade level (topics for each PLC) -Assessments written for 1 unit in each of the 4 content areas
A PLC structure designed to guide conversations around what our students do and do not know	-Teachers bringing assessment data/data binder to PLC. -Teachers making decisions and adjustments based on data.	PLC's did not have clear expectations and teachers used the time for planning/professional development.	-Create the Agenda template that will guide teams through the PLC process -Create norms -Schedule time for curriculum coordinators to come to PLC's for unpacking of the standards - create data/PLC binders
Tier 2 instruction that is informed by common assessments	-progress monitoring tracking sheet/data binders	Tier 2 was determined by summative (BOY, MOY, EOY) assessments mainly. Tier 2 instruction varied from grade level to grade level with unclear understanding of the process.	Clearly defining the fluidity between Tiers I and II and collecting and understanding data. Phone calls to parents to communicate when a student may need short term or long term Tier II support to address a specific learning need within a subject area.
2023-2024 Q2: (Nov - Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence?	Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q3: (Feb - April)			
Evidence: What will you see and/or observe and how will you gather the evidence?	Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q4: (May - July)			
Evidence: What will you see and/or observe and how will you gather the evidence?	Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		

Student Achievement

MAP Universal Screening Results: Projections of STAAR

2022-2023

Math

<u>Grade</u>	<u>Did Not Meet</u>			<u>Approaches</u>			<u>Meets</u>			<u>Masters</u>		
	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
<u>2</u>	47%	63%	61%	41%	25%	30%	7%	8%	7%	6%	5%	2.2%
<u>3</u>	51%	58%	52%	38%	33%	30%	7%	4%	12.7%	4%	5%	5%
<u>4</u>	44%	43%	47%	35%	40%	30%	12%	11%	17%	9%	7%	7%
<u>5</u>	37%	34%	36%	41%	44%	47%	19%	17%	17%	3%	5%	2.2%

EOY MAP Year Comparison


Math

<u>Grade</u>	<u>Did Not Meet</u>			<u>Approaches</u>			<u>Meets</u>			<u>Masters</u>		
	<u>21</u>	<u>22</u>	<u>23</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>21</u>	<u>22</u>	<u>23</u>
<u>2</u>	38%	36%	61	36%	37%	30%	18%	21%	7%	7%	4%	2.2%
<u>3</u>	67%	51%	52%	22%	30%	30%	10%	12%	12.7%	2%	4%	5.1%
<u>4</u>	61%	66%	47%	31%	21%	30%	8%	9%	17%	0%	3%	7%
<u>5</u>	40%	38%	36%	35%	37%	45%	19%	23%	17%	4%	1%	2%

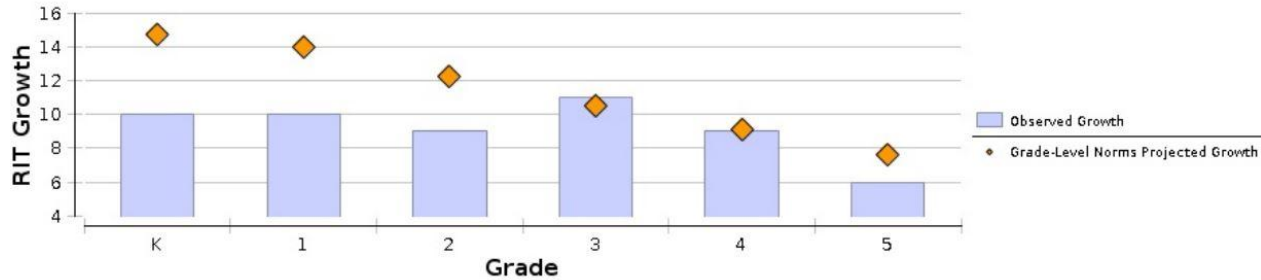
Math Meets & Masters

Grade

<u>2</u>	25%	25%	9%
<u>3</u>	12%	16%	18%
<u>4</u>	8%	12%	24%
<u>5</u>	23%	24%	19%

		Comparison Periods							Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms					
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Median Conditional Growth Percentile		
		K	93	139.8	11.2	52	149.7	11.9	19	10	0.9	14.7	-2.59	1	93	25	27	22
		1	101	155.8	12.4	23	165.7	13.2	9	10	0.9	14.0	-1.98	2	101	30	30	24
		2	82	171.1	14.0	25	179.9	14.8	11	9	0.9	12.3	-1.87	3	82	22	27	21
		3	75	183.8	13.2	22	194.8	13.4	25	11	0.9	10.5	0.29	61	75	38	51	48
		4	66	198.8	15.1	46	207.8	16.4	45	9	1.1	9.1	-0.07	47	66	28	42	36
		5	86	205.1	12.2	29	211.2	13.8	23	6	0.8	7.6	-0.80	21	86	39	45	38

Math: Math K-12

**2023 - STAAR Preliminary Results**

RLA	# Tested	Likely Passed	Zone of Uncertainty	Likely Did Not Pass
Grade 3	83	50	25	8
Grade 4	74	34	31	9
Grade 5	100	63	32	5
Grade 6	0	0	0	0

MATH	# Tested	Likely Passed	Zone of Uncertainty	Likely Did Not Pass
Grade 3	83	23	47	13
Grade 4	74	37	27	10
Grade 5	100	50	48	2

Williams Elementary

2022 STAAR Scores

Reading				
Grade	Did Not Meet	Approaches	Meets	Masters
3	36%	25%	19%	20%
4	28%	28%	23%	20%
5	36%	25%	19%	13%

Math				
Grade	Did Not Meet	Approaches	Meets	Masters
3	55%	28%	12%	5%
4	70%	18%	6%	7%
5	43%	38%	11%	9%
Science				
Grade	Did Not Meet	Approaches	Approaches	Masters
5	48%	37%	12%	3%

	Early Literacy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 45% to 51% by August 2025.													
	Yearly Target Goals													
2021 Baseline	2022 (Actual)		2023 (Actual)		2024		2025		2026 (Target)					
21%	21% (39%)		31% (37%)		43%		49%		51%					
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021(Baseline)	-	16%	40%	-	-	-	-	45%	18%	-	0%	24%	16%
	2022	-	37% (37%)	44% (40%)	-	-	-	-	50% (6%)	25% (27%)	-	15% (33%)	30%	50%
	2023	- (20%)	49% (26%)	49% (50%)	- (100%)	- (100%)	-	-	15% (6%)	32% (29%)	-	45% (27%)	35% N/A	54% (37%)
	2024	-	53%	53%	-	-	-	-	30%	45%	-	55%	43%	58%
	2025	63%	63%	63%	-	-	-	-	63%	53%	-	63%	63%	63%
	2026	-	63%	63%	-	-	-	-	-	63%	-	-	63%	63%

	Early Numeracy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 42% to 51% by August 2025.													
	Yearly Target Goals													
2021 (baseline)	2022 (Actual)		2023 (Actual)		2024		2025		2026 (Target)					
16%	(16%)		29% (18%)		41%		47%		51%					
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021(baseline)	-	9%	27%	-	-	-	-	22%	19%	-	0%	10%	28%
	2022	-	18% (8%)	32% (27%)	-	-	-	-	31% (6%)	32% (3%)	-	10% (0%)	20%	45%
	2023	-	25% (13%)	38% (20%)	-	- (80%)	-	-	37% (6%)	38% (13%)	-	23% (20%)	38% N/A	50% (18%)
	2024	-	40%	45%		-	-	-	43%	45%	57%	34%	45%	56%
	2025	-	55%	53%		-	-	-	-	53%	-	-	53%	63%
	2026	-	63%	63%	-	-	-	-	-	63%	-	-	63%	63%