Georgetown Independent School District

Williams Elementary

2021-2022

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Goals

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

Performance Objective 1: Williams Elementary will develop professional learning communities that focus on instructional planning, lesson design, and an assessment cycle.

    Evaluation Data Sources: Design Day Agendas
PLC Meeting Agendas

Strategy 1 Details
Strategy 1: Teachers will meet collaboratively quarterly for Design Day planning.   **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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

Performance Objective 2: Students will engage in personalized learning experiences.

    Targeted or ESF High Priority

    Evaluation Data Sources: MAP Growth Data

Strategy 1 Details
Strategy 1: Students will engage in individualized learning opportunities using digital platforms like ST Math, RAZ Kids, Star Fall, and Brainpop.   **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Students will work in individualized and personalized small group in reading and math during guided reading and math workshops.   **TEA Priorities:** Build a foundation of reading and math

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

Performance Objective 3: Student performance for all student groups measured in Domain 3 of TEA Accountability will demonstrate an increase in reading and math performance in accordance with Williams Elementary Student Performance Targets.

HB3 Goal

Evaluation Data Sources: TEA Accountability Reports Domain 3

Strategy 1 Details
Strategy 1: Students will get small group direct instruction in math and reading during target time.
TEA Priorities: Build a foundation of reading and math

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

Performance Objective 1: WES will engage with community members and parents throughout the school year.

Evaluation Data Sources: Campus Event Flyers
Campus Events Attendance Logs
Parent Survey Results

Strategy 1 Details
Strategy 1: Each grade level will patriciate in an evening musical performances and art showcases.
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: WES will host Writing, Reading and STEAM Night.
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Performance Objective 1: The WES Instructional Leadership Team collaborates with grade level teams weekly on Wednesdays to analyze student success measures and redesign learning experiences to ensure growth within the learning measures.

Evaluation Data Sources: PLC Agendas
Common Formative Assessment Data
Summative Assessment Data

Strategy 1 Details
Strategy 1: Design and schedule common formative assessments within units of study. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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

Performance Objective 1: Students and faculty will engage in monthly experiences to expand self awareness to build a culture of inclusivity.

Evaluation Data Sources: SES Survey
Faculty Survey
Parent Survey

Strategy 1 Details
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.   **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Faculty members will engage in monthly Social Emotional Learning professional learning activities.

Williams ES

Early Literacy Board Outcome Goal (DRAFT)

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	2023	2024	2025	2026 (Target)
21%	21%				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%	46%
2022	*			-	-	-	*	*		*	*		50%
2023	*			-	-	-	*	*		*	*		54%
2024	*			-	-	-	*	*		*	*		58%
2025	63%	63%	63%	-	-	-	*	63	63%	*	*	63%	63%
2026	*	63%	63%	-	-	-	-	*	63%	*	*	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

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	2023	2024	2025	2026 (Target)
16%					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%	-	-	-	- (38%)	* (22%)	27% (17%)	* (50%)	* (0%)	49% (44%)	40% (-)
2022	*			-	-	-	-						45%
2023	*			-	-	-	-						50%
2024	*			-	-	-	-						56%
2025	*			-	-	-	-	*		*	*		63%
2026	*	63%	63%	-	-	-	-	*	63%	*	*	63%	63%