

Georgetown Independent School District

Williams Elementary

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

Williams Elementary is in its fifth year of existence at its current campus. The district rezoned the district boundaries for this school year which relieved enrollment by about 100 students. However, new construction continues around the campus, 4th grade students who are rezoned have the option to be grandfathered to stay at Williams and the addition of 3rd grade Dual Language to the campus kept our numbers closer to the 725 mark. 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 houses a 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, 2nd grade and 3rd grade with 4th and 5th grades coming in subsequent years. Williams Elementary serves about 750 students this school year, with one principal, two assistant principals and one campus guidance counselor. The campus is one of the most diverse in Georgetown ISD and is positioned in a growing community with families who desire for the school to thrive and children to succeed. There has been in a constant state of change since this opening as enrollment has expanded, diversity increased, and specialized programs were moved to Williams to be served. Current data performance trends show students performing below the district in both reading and math across multiple measurements to include mClass, NWEA Map, and STAAR. The current staff are strongly committed to the mission and vision of the school and Georgetown ISD and we are excited for the year ahead.

Williams by the Numbers

Demographics

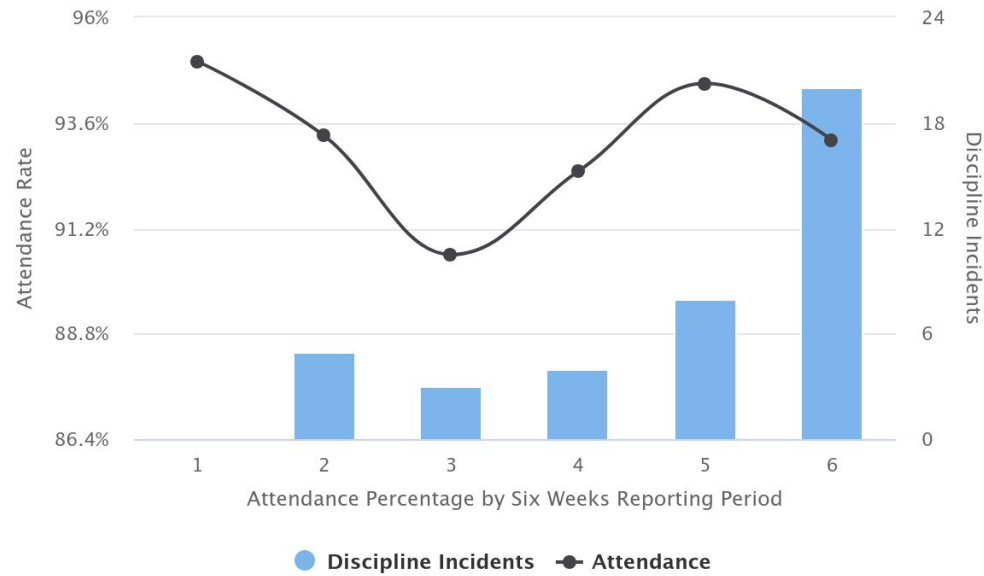
	2021-2022	2022-2023	2023-2024	2024-2025
Total Students	526	655	822	727
Male	50%	49%	51%	50.3%
Female	50%	51%	49%	49.6%
Economic Disadvantage	48%	55%	61%	64%
Homeless	0%	0%	0%	.2%
At Risk	19%	39%	59%	42.9%

Programs

	2021-2022	2022-2023	2023-2024	2024-2025
Limited English Proficiency	17%	21%	33%	41%
Bilingual	10%	14%	24%	28.69%
English Second Language	9%	11%	6%	12.28%
Gifted & Talented	3%	4%	3%	1.9%
Special Education	14%	17%	18%	18.34%
Dyslexia	7%	8%	7%	7%

Demographics: Race & Ethnicity

	2021-2022	2022-2023	2023-2024	2024-2025
Hispanic-Latino	60%	60%	63%	70%
American Indian	1%	1%	1%	1%
Asian	3%	6%	5%	5%
Black	4%	5%	6%	5%
White	27%	26%	22%	16.28%
Two or More	5%	4%	4%	2.6%



Attendance & Discipline Trends 2023-2024

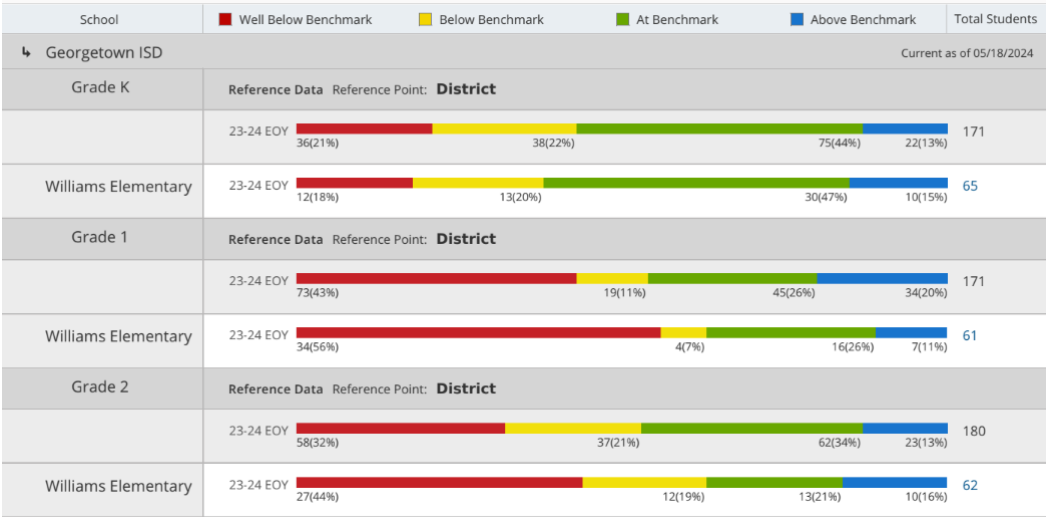
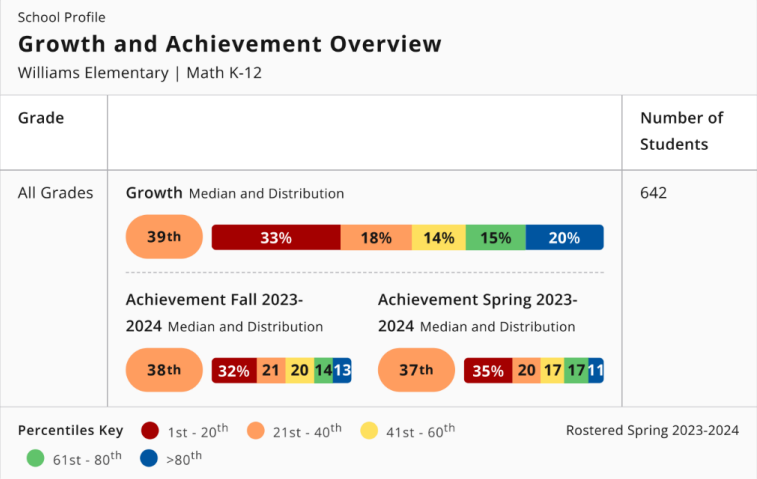
Academic Performance Trends

Last year the focus was on Tier 1 and Tier 3 instruction with dual target times to reach more students within Tier 3 intervention. This year we continue to build upon that focus but with the added intention of utilizing data informed Tier 2 instruction within the classroom. Through robust collaborative planning that utilizes timely and authentic assessment data to guide instructional decisions, students will experience targeted small group instruction within the classroom which will more strategically address students needing intervention and extension. In order to prioritize collaborative planning, we modified the schedule to return to one tier time but offered an extended planning session for each grade level within the work day as to protect the work-life balance teachers have requested. Unfortunately, data indicates low performance and minimal growth across grade levels over the past few years. Our hope is that closely tracking data, intentional conversations about best practices regarding instruction, and timely feedback after assessments will result in growth this school year. Additionally, we will have a strategic MTSS program that tracks Tier 2 and Tier 3 students closely and adjust intervention as needed.

3rd-5th Grades STAAR Performance Approaches, Meets, and Exceeds

	MATH	READING	SCIENCE
2023-2024	53%	62%	40%

K-5th MAP Performance



K-2 mClass Performance

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1 (Prioritized): Students are not performing at a mastery level on state standards as indicated by end of the year state assessments.
Root Cause: Student data does not inform instructional planning.

Problem Statement 2 (Prioritized): Instructional planning has been collaborative in nature but not proven effective.

Root Cause: There is a lack of planning protocols and accountability for collaborative teams.

Problem Statement 3 (Prioritized): Schoolwide behavior expectations have been loosely followed with limited accountability for fidelity of the MTSS Tier I behavior process.
Root Cause: Teachers indicated a lack of clarity regarding the components, time to hold the conversations with students, and administrative support hindered their ability to utilize the process with fidelity.

Student and Staff Well-Being

Student and Staff Well-Being Summary

At Williams elementary school, students feel connected to the culture of the school by having the following interventions and systems in place: Capturing Kids Hearts, TRACKS posters, school-wide student activities, and monthly counselor-led guidance lessons. As a Pre-Kindergarten- Fifth Grade campus, we have UIL events and many after school clubs for students to participate in. We also offer a variety of events to meet the needs of our diverse population: Family Engagement nights, student leadership opportunities, student clubs, See Something Say Something curriculum, Red Ribbon Week, and campus-wide guidance lessons. 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, Emergent Tree, Capturing Kids Hearts, Roadrunner Champions Celebrations, and Chase the Chief. Williams promotes positive choices through morning meetings with the Principal and Assistant Principal and brag boards. We host several parent involvement nights such as Reading night, 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.

Survey data indicates staff enjoy collaborating with colleagues but feel the work is overwhelmingly challenging and they desire more targeted professional development and greater communication from school leadership. A new Principal was named for the 24-25 school year and the hope is that staff and students will feel known, valued, and loved while at the same time being held to high expectations regarding behavior and academic excellence in a system of support. The school has initiatives seeking to retain current staff at the end of this school year so that the work of collaborative teams and community partnerships can thrive rather than start anew again.

The district initiatives for students and staff wellness are as follows:

- GISD students are treated with respect and are respectful to each other and to adults.
- GISD employees find meaning and value in their work.
- Students feel GISD schools and classrooms are physically and psychologically safe

Williams seeks to prioritize all three this school year.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1 (Prioritized): Students are not consistently treated with respect and are not always respectful to each other and to adults.

Root Cause: Lack of accountability for schoolwide expectations has caused inconsistency of staff and students.

Problem Statement 2 (Prioritized): Many staff do not feel valued in their work or feel like they are making a difference.

Root Cause: Frequent turnover of staff including leadership has caused staff to feel there is little to no consistency.

Problem Statement 3 (Prioritized): Some staff and students indicate that do not feel physically or psychologically safe at school.

Root Cause: Students who arrive to school and/or become dysregulated at school has increased since COVID 2020.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

1. GISD provides competitive compensation and benefits to employees.
2. GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs and norms of the organization.
3. In GISD, professional learning communities thrive across the organization.

Williams Elementary grew significantly for the 2023-2024 school year. Williams added 2nd grade Dual Language and an additional PK class making 4 PreK classes. The 24-25 school year saw rezoning that led to some relief but it is quickly regaining traction as construction continues and the dual program expands with well over 2000 lots available for development over the next 5 years. We welcomed 3rd grade dual to the school along with an early childhood special education class. Unfortunately, we did begin the school year with positions not filled. Special Education resource, 3rd grade bilingual self-contained, and instructional aide positions were not in place at the start of the school year and have been filled by substitutes and/or interventionists in the meantime. Our hope is that these positions will be in place by the start of the 2nd nine weeks.

Williams Elementary has utilized collaborative planning for the past few years. However, this process hasn't always been fully embraced by staff members nor used with fidelity. During the 24-25 school year, the PLC process will be utilized in planning with an emphasis on reading and language arts and math. Our hope is that this process will thrive throughout grade level teams and departments resulting in staff feeling well supported, valued, and critical to the work of the school. This year Williams began with 23 staff members new to Williams but fortunately all held education experience and all fully embrace the mission and vision of GISD and Williams Elementary.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1 (Prioritized): There has been a high turnover of staff since the school opened in 2020.

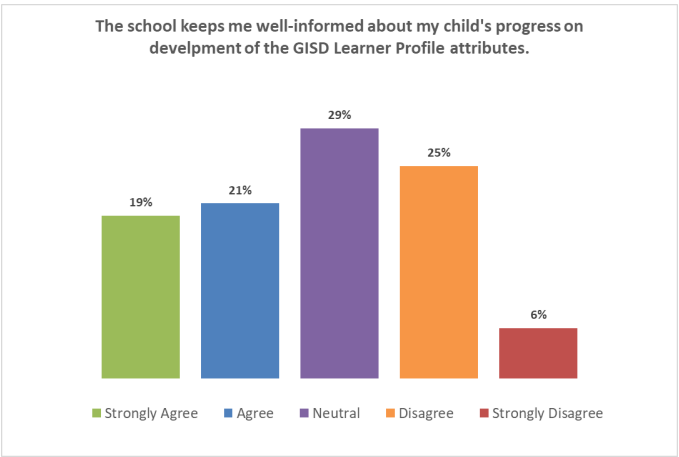
Root Cause: Williams had high turnover in leadership which trickled down to high turnover in staffing. Additionally, the campus lack of systems of support led to teachers looking for different opportunities.

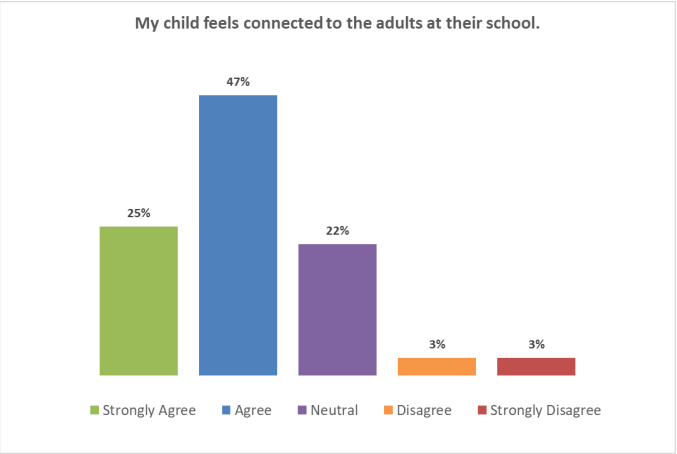
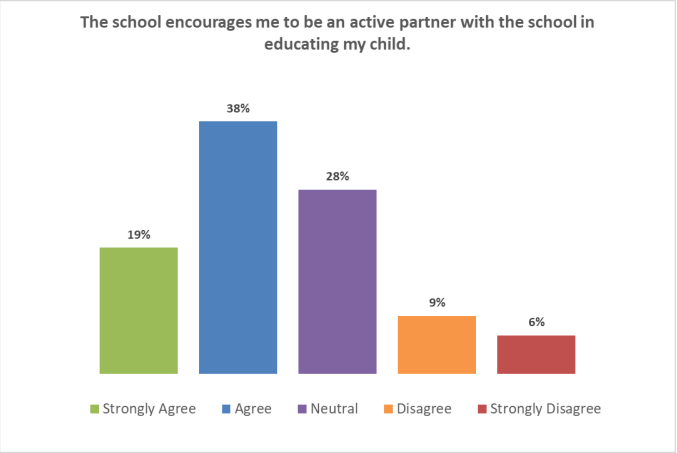
Community and Connectivity

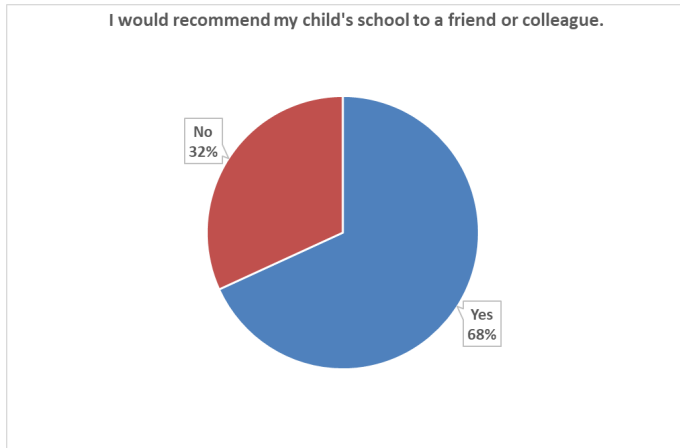
Community and Connectivity Summary

- 1. GISD is transparent with reporting progress and providing access to information.
- 2. GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.
- 3. Parents and community members feel welcome and invited in GISD schools.

Every effort is made to ensure that parents are happy and feel welcome at Williams Elementary School. Parents and community members are involved with the PTA, Chase the Chief, Color Run activities, and family involvement nights. We have had music programs for all grade levels along with the art showcase and library book fairs. Our school uses Parent Square to communicate with families regularly. This powerful application translates in multiple languages and allows for staff members to have two way communication with parents that is timely, specific, and engaging. We are fortunate to have strong community support. Local businesses have donated school supplies. Business representatives, parents, and community members are part of our Community Based Leadership Team. Williams teachers participate and volunteer at all the activities in order to show support and their commitment to student success. Parent Town Halls have been added to our engagement strategy whereby the Principal has an open forum for parents to learn about the school, offer feedback, and ask questions. An area of feedback offered is the need to truly understand students' academic progress so moving forward our school will have more transparent reporting regarding academic performance of students. Additionally, tangible volunteer opportunities will be given to families so they may truly partner with the school to ensure positive outcomes for students.







Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1 (Prioritized): Parents willingness to volunteer on campus has declined.

Root Cause: School communication strategies have been inefficient and unfruitful due to 1/3 of families having unreliable or no internet access which is where the majority of communication about what is happening at the school is held.

Problem Statement 2 (Prioritized): Parents understanding of students academic performance is unclear.

Root Cause: Standards based reporting can be ambiguous and the language of reports can be confusing for families who have limited English proficiency.

Priority Problem Statements

Problem Statement 1: Students are not performing at a mastery level on state standards as indicated by end of the year state assessments.

Root Cause 1: Student data does not inform instructional planning.

Problem Statement 1 Areas: Student Learning, Growth and Progress

Problem Statement 2: Instructional planning has been collaborative in nature but not proven effective.

Root Cause 2: There is a lack of planning protocols and accountability for collaborative teams.

Problem Statement 2 Areas: Student Learning, Growth and Progress

Problem Statement 3: Schoolwide behavior expectations have been loosely followed with limited accountability for fidelity of the MTSS Tier I behavior process.

Root Cause 3: Teachers indicated a lack of clarity regarding the components, time to hold the conversations with students, and administrative support hindered their ability to utilize the process with fidelity.

Problem Statement 3 Areas: Student Learning, Growth and Progress

Problem Statement 4: Many staff do not feel valued in their work or feel like they are making a difference.

Root Cause 4: Frequent turnover of staff including leadership has caused staff to feel there is little to no consistency.

Problem Statement 4 Areas: Student and Staff Well-Being

Problem Statement 5: Students are not consistently treated with respect and are not always respectful to each other and to adults.

Root Cause 5: Lack of accountability for schoolwide expectations has caused inconsistency of staff and students.

Problem Statement 5 Areas: Student and Staff Well-Being

Problem Statement 6: Some staff and students indicate that do not feel physically or psychologically safe at school.

Root Cause 6: Students who arrive to school and/or become dysregulated at school has increased since COVID 2020.

Problem Statement 6 Areas: Student and Staff Well-Being

Problem Statement 7: There has been a high turnover of staff since the school opened in 2020.

Root Cause 7: Williams had high turnover in leadership which trickled down to high turnover in staffing. Additionally, the campus lack of systems of support led to teachers looking for different opportunities.

Problem Statement 7 Areas: Staff Recruitment and Retention

Problem Statement 8: Parents understanding of students academic performance is unclear.

Root Cause 8: Standards based reporting can be ambiguous and the language of reports can be confusing for families who have limited English proficiency.

Problem Statement 8 Areas: Community and Connectivity

Problem Statement 9: Parents willingness to volunteer on campus has declined.

Root Cause 9: School communication strategies have been inefficient and unfruitful due to 1/3 of families having unreliable or no internet access which is where the majority of communication about what is happening at the school is held.

Problem Statement 9 Areas: Community and Connectivity

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Strategic Priority Areas

Strategic Priority Area 1: Student Learning, Growth and Progress

Picture of Success: 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.

Strategic Objective 1: In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.





HB3 Strategic Priority Area

Change Decision: Major Change

Summative Evaluation: 90% of students will make at least a year's worth of growth as indicated on mClass and MAP assessments from BOY to EOY (Grades 2-5).

Desired State: Williams Elementary grade level teams will utilize the professional learning community process to engage in collaborative discussions informed by data to create instructional routines aligned with state standards and district resources so students will achieve success on state and district assessments.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Williams Elementary grade level teams engage in common collaborative time every two weeks supported by administration, learning and design coaches, as well as campus support team specialist when requested. Evidence of Desired State: All grade level teams will utilize the Williams unit planner to document collaborative conversations and provide clarity within teams for student learning and growth. This will be evident through administrative observation during PLCs, review of documents, and trends in collective efficacy walkthroughs. Problem Statements: Student Learning, Growth and Progress 1, 2 - Student and Staff Well-Being 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: Master schedule design allows for embedded extended planning every two weeks and common conference periods for all grade level teachers.

Staff Responsible: Administration and Design Leadership Team

Collaborating Departments: Fine Arts, PE, Bilingual/Dual, Special Education

TEA Priorities:
Improve low-performing schools

Strategy 2: Common schoolwide templates for agendas, planners, and data analysis

Staff Responsible: Administration, Learning Design Coaches

Collaborating Departments: GISD Teaching & Learning

TEA Priorities:
Improve low-performing schools

Strategy 3: 90% of students will make at least a year's worth of growth as indicated on mCLASS and MAP assessments from beginning of the year to the end of the year.

Staff Responsible: All classroom teachers, interventionists, paraprofessionals, and administration.

Collaborating Departments: Teaching and Learning

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategic Objective 1 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 1: Students are not performing at a mastery level on state standards as indicated by end of the year state assessments. Root Cause: Student data does not inform instructional planning.
Problem Statement 2: Instructional planning has been collaborative in nature but not proven effective. Root Cause: There is a lack of planning protocols and accountability for collaborative teams.
Student and Staff Well-Being
Problem Statement 2: Many staff do not feel valued in their work or feel like they are making a difference. Root Cause: Frequent turnover of staff including leadership has caused staff to feel there is little to no consistency.

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Williams Elementary has implemented Capturing Kids Hearts and Tier 1 MTSS behavior supports as trained by Emergent Tree Solutions. The 24-25 school year will bring fidelity to this work with administration support and follow-through. Evidence of Desired State: All Williams Elementary staff utilize the positive behavior supports language utilized in both Capturing Kids Hearts and Emergent Tree Solutions to support students acquisition of the attributes of the learner profile. Behavior Fidelity checks as well as student and staff survey completion serve as evidence of this work along with referral data. Problem Statements: Student Learning, Growth and Progress 3 - Student and Staff Well-Being 1, 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>					

Strategy 1: Professional Development of staff in Capturing Kids Hearts & Tier 1 Behavior Instruction

- Staff Responsible: Administration, Teachers
- Collaborating Departments: GISD Campus and Learner Supports
- TEA Priorities: Improve low-performing schools

Strategy 2: Schoolwide focus each month for morning meetings and behavior goals

- Staff Responsible: Instructional Leadership Team, Classroom Teachers
- Collaborating Departments: GISD Campus and Learner Supports
- TEA Priorities: Improve low-performing schools

Strategy 3: Calm down corner and visuals in each classroom for self-regulation strategies

Staff Responsible: Counselor, classroom teachers

Collaborating Departments: GISD Campus & Learner Supports

TEA Priorities:

Improve low-performing schools

Strategy 4: Consistent and frequent guidance lessons with counselor

Staff Responsible: Counselor, Classroom teachers

Collaborating Departments: GISD Campus and Learner Supports

TEA Priorities:

Improve low-performing schools

Strategy 5: Staff will celebrate student success academically, socially, and emotionally

Staff Responsible: Administration, counselor, classroom teachers, support services, fine arts, physical education, special education

Collaborating Departments: NA

TEA Priorities:

Improve low-performing schools

Strategic Objective 2 Problem Statements:

Student Learning, Growth and Progress	
Problem Statement 3: Schoolwide behavior expectations have been loosely followed with limited accountability for fidelity of the MTSS Tier I behavior process. Root Cause: Teachers indicated a lack of clarity regarding the components, time to hold the conversations with students, and administrative support hindered their ability to utilize the process with fidelity.	
Student and Staff Well-Being	
Problem Statement 1: Students are not consistently treated with respect and are not always respectful to each other and to adults. Root Cause: Lack of accountability for schoolwide expectations has caused inconsistency of staff and students.	
Problem Statement 3: Some staff and students indicate that do not feel physically or psychologically safe at school. Root Cause: Students who arrive to school and/or become dysregulated at school has increased since COVID 2020.	

Strategic Priority Area 1: Student Learning, Growth and Progress

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

Change Decision: Maintain

Desired State: Williams Elementary lays a foundation for postsecondary education and workforce exposure through representation of colleges outside staff members doors, career fairs, and community partnerships.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: This objective is a maintenance objective for WES. We celebrate postsecondary education by displaying banners of colleges attended outside staff doors, support of EVHS as our feeder pattern school, and a career fair in the Spring. Evidence of Desired State: This objective is a maintenance objective for WES. We celebrate postsecondary education by displaying banners of colleges attended outside staff doors, support of EVHS as our feeder pattern school, and a career fair in the Spring.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>					

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Currently, parents receive regular progress reports and report cards along with a parent conference each semester. This year, parents receive a weekly folder, weekly email from the teacher, and a weekly update from the Principal. Additionally, an academic feedback form is being created to communicate key assessment information, classroom performance information, as well as the attributes of the learner profile. Evidence of Desired State: Parents will feel informed about student performance as indicated on parent surveys at the end of each semester. Problem Statements: Community and Connectivity 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>					

Strategy 1: A schoolwide template will be utilized to provide targeted information in an easy to understand language for parents.

Staff Responsible: Instructional Leadership Team

Collaborating Departments: Teaching and Learning

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Parent Square will be utilized weekly for whole class, whole school messages but also individually to report on behavior and academic progress.

Staff Responsible: Administration, classroom teachers

Collaborating Departments: GISD Communications

TEA Priorities:
Improve low-performing schools

Strategic Objective 4 Problem Statements:

Community and Connectivity
Problem Statement 2: Parents understanding of students academic performance is unclear. Root Cause: Standards based reporting can be ambiguous and the language of reports can be confusing for families who have limited English proficiency.

Strategic Priority Area 2: Student and Staff Well-Being

Picture of Success: 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.

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

Change Decision: Minor Change

Desired State: Campus will recognize positive and respectful behaviors through the use of brag boards, TRAXX meetings, and schoolwide celebrations as suggested in Tier 1 MTSS Behavior guidelines. The campus will have a culture reflective of a safe, respectful, and responsible community where everyone is valued and everyone has a voice.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: All classrooms follow the Emergent Tree Solutions Tier 1 Behavior guidelines and utilize scaffolded supports within Tier 2 & 3. All classrooms have calm down corners, social contracts, and brag boards to recognize positive choices and outstanding work. Evidence of Desired State: All classrooms will utilize safe, respectful, and responsible as schoolwide expectations and will recognize students behaving this way with a brag displayed on classroom brag board. Additionally, all classrooms will participate in the schoolwide initiative of traxx meetings and schoolwide celebrations each month. Problem Statements: Student Learning, Growth and Progress 3 - Student and Staff Well-Being 1, 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 1: Recognition of students following school wide expectations with a brag displayed on the classroom brag board.

Staff Responsible: Classroom teachers, administration, support services, specialists

Collaborating Departments: NA

TEA Priorities:

Improve low-performing schools

Strategy 2: Administration will hold TRACKS meetings to award classrooms earning a ticket on the main hall brag board by earning 100 brags on their classroom brag board.

Staff Responsible: Classroom teachers; administration

Collaborating Departments: NA

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 3: Golden tickets will be awarded in the cafeteria to 1-2 students per grade level per day. Students will keep the golden tickets, sign their classroom brag board, and earn the privilege of sitting at the Golden table with their other winners.

Staff Responsible: Cafeteria monitors

Collaborating Departments: NA

TEA Priorities:

Improve low-performing schools

Strategic Objective 1 Problem Statements:





Student Learning, Growth and Progress
Problem Statement 3: Schoolwide behavior expectations have been loosely followed with limited accountability for fidelity of the MTSS Tier I behavior process. Root Cause: Teachers indicated a lack of clarity regarding the components, time to hold the conversations with students, and administrative support hindered their ability to utilize the process with fidelity.
Student and Staff Well-Being
Problem Statement 1: Students are not consistently treated with respect and are not always respectful to each other and to adults. Root Cause: Lack of accountability for schoolwide expectations has caused inconsistency of staff and students.
Problem Statement 3: Some staff and students indicate that do not feel physically or psychologically safe at school. Root Cause: Students who arrive to school and/or become dysregulated at school has increased since COVID 2020.

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Major Change

Desired State: 100% of classroom teachers will feel valued and that their work is meaningful as indicated by staff climate surveys at the end of each semester.

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Evidence of Progress Toward Objective 1: During the 23-24 school year, staff surveys indicated a desire for greater accountability and stronger communication between administration and the classrooms/departments. This year staff participate in extended planning sessions and have protected conference time as much as possible. Additionally, affirmation meetings, staff brag boards, and monthly recognitions are utilized to increase morale. Communication in the form of walkthroughs with timely feedback as well as more informal conversations about daily life and instructional practices help foster value for all.</p> <p>Evidence of Desired State: Staff climate surveys at the end of each semester indicate strong job satisfaction with greater retention of personnel than the previous year.</p> <p>Problem Statements: Student and Staff Well-Being 2, 3 - Staff Recruitment and Retention 1</p>	On Track	On Track		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Good things and affirmations at the beginning of all staff development meetings.

Staff Responsible: Process Champions Team, Instructional Leadership Team

Collaborating Departments: NA

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 2: Monthly staff recognition of teacher and staff members by the school and district.

Staff Responsible: Administration, classroom teachers

Collaborating Departments: GISD executive leadership

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 3: Shout outs on the admin design lab windows, within newsletters, and district avenues to grade levels for strong attendance, collaborative planning, and aligned instruction.

Staff Responsible: Administration, instructional leadership team, classroom teachers

Collaborating Departments: NA

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 4: Seasonal staff incentives (raffles, friendly competition, games, treat carts, etc.)

Staff Responsible: Administration; instructional leadership team

Collaborating Departments: NA

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategic Objective 2 Problem Statements:

Student and Staff Well-Being
<p>Problem Statement 2: Many staff do not feel valued in their work or feel like they are making a difference. Root Cause: Frequent turnover of staff including leadership has caused staff to feel there is little to no consistency.</p> <p>Problem Statement 3: Some staff and students indicate that do not feel physically or psychologically safe at school. Root Cause: Students who arrive to school and/or become dysregulated at school has increased since COVID 2020.</p>
Staff Recruitment and Retention
<p>Problem Statement 1: There has been a high turnover of staff since the school opened in 2020. Root Cause: Williams had high turnover in leadership which trickled down to high turnover in staffing. Additionally, the campus lack of systems of support led to teachers looking for different opportunities.</p>

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Minor Change

Desired State: Students and staff will feel physically and psychologically safe at school.

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
	Adjustments Taking Place	On Track		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Strategy 1: Calm down corners in each classroom with visuals for self-regulation; sensory rooms on each floor

Staff Responsible: Classroom teachers; counselor

Collaborating Departments: Special Education

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 2: Capturing Kids Heart utilized in morning meetings daily

Staff Responsible: Classroom teachers; process champions

Collaborating Departments: NA

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 3: Safety Drills discussed and practiced

Staff Responsible: Assistant Principals; School Safety team

Collaborating Departments: GISD Campus and Learner Support

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 4: See something; say something curriculum taught to all students

Staff Responsible: PE teachers

Collaborating Departments: GISD Support Services

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 5: Training for teachers on classroom strategies for dysregulated students as well as self-care and work-life balance tools

Staff Responsible: Administration, Special Education

Collaborating Departments: GISD Student Support services; GISD SPED

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Strategic Objective 3 Problem Statements:

Student Learning, Growth and Progress	
Problem Statement 3: Schoolwide behavior expectations have been loosely followed with limited accountability for fidelity of the MTSS Tier I behavior process. Root Cause: Teachers indicated a lack of clarity regarding the components, time to hold the conversations with students, and administrative support hindered their ability to utilize the process with fidelity.	
Student and Staff Well-Being	
Problem Statement 1: Students are not consistently treated with respect and are not always respectful to each other and to adults. Root Cause: Lack of accountability for schoolwide expectations has caused inconsistency of staff and students.	
Problem Statement 3: Some staff and students indicate that do not feel physically or psychologically safe at school. Root Cause: Students who arrive to school and/or become dysregulated at school has increased since COVID 2020.	

Strategic Priority Area 3: Staff Recruitment and Retention

Picture of Success: 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.

Strategic Objective 1: GISD provides competitive compensation and benefits to employees.

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 2: Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Change Decision: Minor Change

Desired State: Williams elementary will create a positive work environment whereby employees eagerly support the vision, mission, beliefs and norms of GISD thus increasing staff retention.

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 3: In GISD, professional learning communities thrive across the organization.

Change Decision: Major Change

Desired State: Collaborative teams meet weekly using PLC protocols and documents to hold themselves accountable for creating robust instructional experiences anchored in best practices for teaching and learning.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Williams has utilized PLCs loosely over the last few years. This year the PLC process is being utilized with fidelity by collaborative teams with a focus on data analysis and collegial conversations about instruction. Evidence of Desired State: Collaborative planning with an intentional use of data to guide instruction will be evident by trends in collective efficacy walkthrough forms and student outcome data. Problem Statements: Student Learning, Growth and Progress 1, 2 - Student and Staff Well-Being 2 - Staff Recruitment and Retention 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: Master schedule designed to allow for embedded extended planning every two weeks.

Staff Responsible: Administration, Instructional leadership team

Collaborating Departments: NA

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Common schoolwide templates for agendas, planners, and data analysis so there is alignment in the nature of conversations on campus

Staff Responsible: Administration; Instructional Leadership Team

Collaborating Departments: Teaching and Learning

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategic Objective 3 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 1: Students are not performing at a mastery level on state standards as indicated by end of the year state assessments. Root Cause: Student data does not inform instructional planning.
Problem Statement 2: Instructional planning has been collaborative in nature but not proven effective. Root Cause: There is a lack of planning protocols and accountability for collaborative teams.
Student and Staff Well-Being
Problem Statement 2: Many staff do not feel valued in their work or feel like they are making a difference. Root Cause: Frequent turnover of staff including leadership has caused staff to feel there is little to no consistency.
Staff Recruitment and Retention
Problem Statement 1: There has been a high turnover of staff since the school opened in 2020. Root Cause: Williams had high turnover in leadership which trickled down to high turnover in staffing. Additionally, the campus lack of systems of support led to teachers looking for different opportunities.

Strategic Priority Area 4: Community and Connectivity

Picture of Success: 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.

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

Change Decision: Minor Change

Desired State: To enhance student development and track academic progress, staff will implement a standardized document designed to highlight areas of growth and improvement based on student data.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Currently parents receive standard progress report and report cards but at times it seems they have a lack of clarity regarding their students true performance. Evidence of Desired State: Staff will implement a standardized document designed to highlight areas of growth and improvement based on student data. The document will detail performance, current grade level expectations, areas for improvement, an action plan, goals and benchmarks, narrative feedback, a review schedule, and an area for parent feedback and questions. Problem Statements: Student Learning, Growth and Progress 1 - Community and Connectivity 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategic Objective 1 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 1: Students are not performing at a mastery level on state standards as indicated by end of the year state assessments. Root Cause: Student data does not inform instructional planning.
Community and Connectivity
Problem Statement 2: Parents understanding of students academic performance is unclear. Root Cause: Standards based reporting can be ambiguous and the language of reports can be confusing for families who have limited English proficiency.


Strategic Priority Area 4: Community and Connectivity


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


Change Decision: Minor Change


Desired State: Williams Elementary will increase connections with parents and community stakeholders through Principal Town Hall meetings, parent workshops on site, and community partnerships.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Community partnerships have been limited to supplies for events. By leveraging strategic community partners who help to resource parents in meeting tangible needs, Williams Elementary hopes to be a trusted resource for the community. Evidence of Desired State: Strong parent attendance at workshops, townhall meetings, and events while also establishing strong community partnerships that leverage resources for Williams families in need. Problem Statements: Community and Connectivity 1, 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategic Objective 2 Problem Statements:

Community and Connectivity
Problem Statement 1: Parents willingness to volunteer on campus has declined. Root Cause: School communication strategies have been inefficient and unfruitful due to 1/3 of families having unreliable or no internet access which is where the majority of communication about what is happening at the school is held.
Problem Statement 2: Parents understanding of students academic performance is unclear. Root Cause: Standards based reporting can be ambiguous and the language of reports can be confusing for families who have limited English proficiency.

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Minor Change

Desired State: Parents feel welcomed and valued as a partner in their child's education.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Currently a small group of parents volunteer with the PTA for events but very few are regular volunteers each week participating in the life of the school. Evidence of Desired State: Last year approximately 5 parents served as volunteers on campus. This year there will be a 20% increase in the number of parents volunteering at the school during the day for activities related to student success such as copying, creating bulletin boards, helping in the library, assisting with reading activities and more. Problem Statements: Student and Staff Well-Being 1 - Community and Connectivity 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Objective 3 Problem Statements:

Student and Staff Well-Being
Problem Statement 1: Students are not consistently treated with respect and are not always respectful to each other and to adults. Root Cause: Lack of accountability for schoolwide expectations has caused inconsistency of staff and students.
Community and Connectivity
Problem Statement 1: Parents willingness to volunteer on campus has declined. Root Cause: School communication strategies have been inefficient and unfruitful due to 1/3 of families having unreliable or no internet access which is where the majority of communication about what is happening at the school is held.