

Grand Prairie Independent School District

Williams Elementary

2024-2025 Campus Improvement Plan



Mission Statement

The mission of Hobbs Williams Elementary is to build life-long learners by developing relationships, motivating and inspiring students, and promoting academic excellence.

Vision

Hobbs Williams Elementary School will ensure student success by empowering every student to reach their full potential through meaningful relationships and a commitment to academic excellence. We will cultivate a safe and positive environment where high expectations and quality instruction inspire all students to grow and thrive. Our goal is to enable our students to be better today than yesterday and stronger now than ever before, preparing them to be lifelong learners and engaged, responsible citizens in an ever-changing world.

Value Statement

Holistic Growth: We are dedicated to nurturing the academic, emotional, and social development of each student, fostering well-rounded individuals prepared for lifelong success.

Openness: We value transparent and open communication, encouraging collaboration among students, families, and staff to build a supportive and inclusive community.

Belief in Potential: We believe in the limitless potential of every student and are committed to empowering them through high expectations and personalized support to achieve their best.

Brilliance through Excellence: We strive for academic excellence in all areas, setting high standards and delivering quality instruction to inspire and challenge students to excel.

Safety and Respect: We create a safe and respectful learning environment where every student feels valued and supported, promoting a positive atmosphere conducive to growth and learning.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	13
Priority Focus Areas	16
Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness	16
Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs	19
Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication	37
Priority Focus Area 4: Technology- Instructional Support and Cybersecurity	38
Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness	40
Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility	46
Site Based Decision Making Committee	49
Policies, Procedures, and Requirements	50

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Hobbs Williams Elementary School, located in Grand Prairie, Texas, serves a diverse student body from Pre-Kindergarten through 5th grade with an enrollment of 638 students. A significant 88% of the students are identified as Economically Disadvantaged, and 40% are English Language Learners (ELL). The school experiences a mobility rate of 13.2%, reflecting the fluid nature of its student population. Despite these challenges, the school's stable ethnic composition, with 76.9% Hispanic, 11.9% African American, 6.14% White, 0.16% American Indian, 3.07% Asian, and 3% identifying as two or more races, allows for targeted programs that cater to its students' cultural and linguistic needs.

Hobbs Williams Elementary benefits from a highly qualified staff, with 92% of teachers meeting state certification standards. This expertise supports the implementation of effective instructional practices and meaningful community relationships. The school provides a range of instructional resources and programs, including STEMscopes, Imagine Literacy, TAMU ITSS, MAP Fluency, Raz Kids, Reading A-Z, Heggerty, CLI Phonics, and MAP data, to enhance student learning and technology skills. Weekly Professional Learning Communities (PLCs) and regular feedback from Instructional Coaches ensure that teachers refine their practices and align their lessons with the Texas Essential Knowledge and Skills (TEKS).

Despite these strengths, there are several areas where continued focus is needed. The preliminary TEA rating of 58 for the 2023-2024 school year indicates that achievement gaps remain, with mixed results from the 2022-2023 STAAR assessments. The school must leverage detailed student performance data to address these gaps and improve academic outcomes. Professional development is crucial, especially given that 30% of the classroom teachers are new this year. Continuous training and support will help maintain instructional consistency and effectiveness.

Special Education services are provided through two CARE SS Units, but ongoing collaboration and support are necessary to meet the needs of all students, including those with significant cognitive and adaptive needs. The Response to Intervention (RTI) team plays a vital role in this process, holding regular meetings to ensure that academic and behavioral needs are addressed effectively.

Technology integration is supported by a dedicated Instructional Technology Coach, Instructional Library Specialist, and Instructional Media Aide. However, sustained training is needed to ensure both students and staff are proficient with technology. The campus is also active in community events and family engagement, with initiatives like Parent Workshops, family academic nights, and celebrations of Hispanic Heritage Month and Black History Month. Increasing parent involvement, particularly in PTA and volunteer programs, remains a priority.

Hobbs Williams implements various programs to foster a positive school culture, including Handprints on Hearts, the 3 C's (Connections, Building Community, and Celebrations), and the Positive Behavior Interventions and Supports (PBIS) Program. These initiatives, along with the All Pro Dads program, contribute to a supportive environment that promotes student success. The Parent Liaison and the Family Engagement Action Team (F.E.A.T.) are key in enhancing parental involvement and communication. The school also recognizes student and staff achievements and offers various student clubs to support and motivate students' interests.

Overall, while Hobbs Williams Elementary has a strong foundation and supportive community, focusing on closing achievement gaps, refining instructional practices, and boosting family engagement will be essential for advancing student success and maintaining a positive and inclusive learning environment.

Demographics

Demographics Summary

Hobbs Williams Elementary School is a traditional public elementary campus located in Grand Prairie, Texas, serving students from Pre-Kindergarten through 5th grade. The current student enrollment is 638, with 88% of the student body identified as Economically Disadvantaged and 40% as English Language Learners (ELL). The school experiences a student mobility rate of 13.2%, reflecting the number of students who transition in and out of the campus throughout the school year.

The ethnic composition of the student population is diverse, with 76.9% Hispanic, 11.9% African American, 6.14% White, 0.16% American Indian, 3.07% Asian, and 3% identifying as two or more races. During the 2022-2023 school year, Hobbs Williams maintained an attendance rate of 93.3%, emphasizing the school's commitment to encouraging consistent student attendance.

Williams Elementary offers a variety of programs to meet the unique needs of its students. The campus has two one-way dual language classrooms per grade level, spanning Kindergarten through 5th grade, aimed at supporting bilingual development for Spanish-speaking students. In addition, the school provides specialized services through two Special Education Children with Autism and Related Exceptionalities Specialized Supports (CARE SS) Units designed to support students with significant cognitive and adaptive needs.

As a Title I Schoolwide Program campus, Hobbs Williams receives federal funding to enhance the educational opportunities for all students, particularly those who are at risk of not meeting state academic standards. The campus also benefits from State Compensatory Education (SCE) funds, which are allocated to provide additional resources and interventions for students at risk of academic failure. These funds help the school implement targeted support programs and initiatives to address the challenges faced by its diverse and economically disadvantaged population.

Demographics Strengths

One of the key demographic strengths of Hobbs Williams Elementary is the consistency in its student ethnicity breakdown, which has remained stable over the last six years. This stability allows the school to develop and refine targeted programs that cater to the unique cultural and linguistic needs of its student population, ensuring continuous improvement in academic support and family engagement. Additionally, with 92% of the Hobbs Williams staff being highly qualified, the school is well-equipped to address the needs of its diverse student body, fostering a positive learning environment that is both inclusive and responsive to students' varied backgrounds. This combination of a stable demographic profile and a highly qualified teaching staff creates a foundation for strong instructional practices and meaningful relationships with the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The current attendance rate of 93.3% at Williams Elementary falls below the district's goal of 95%. To improve student achievement and overall school performance, strategies must be implemented to raise the attendance rate to 95%.

Root Cause: A chronic absence rate of 16.69% is contributing to low student achievement and inconsistent academic progress across the school.

Problem Statement 2 (Prioritized): With 88% of Williams Elementary students classified as economically disadvantaged, there is a heightened need for additional academic and social-emotional support to address the challenges associated with their status and to ensure equitable access to learning opportunities.

Root Cause: There has been a lack of focus on understanding and addressing the factors impacting students experiencing poverty, leading to gaps in support and interventions tailored to their needs.

Student Learning

Student Learning Summary

For the 2023-2024 school year, Hobbs Williams Elementary earned a preliminary TEA rating of 58. Although official campus ratings have yet to be released by the Texas Education Agency (TEA), the school has received detailed student performance data to assist in addressing learning gaps. This data is crucial for guiding instructional planning and interventions to better support student achievement. While the 2023-2024 STAAR assessment results showed a mix of gains and losses, they provided valuable insights into areas where students have made progress and where additional focus is needed. The school is committed to using this information strategically to close learning gaps and improve academic outcomes for all students in the upcoming school year.

Student Learning Strengths

The learning strengths at Hobbs Williams Elementary include a stable student population, allowing the school to implement effective, long-term instructional strategies. With 92% of the staff highly qualified, students benefit from skilled educators who tailor lessons to meet the needs of the diverse population, especially in the dual language program supporting English Language Learners.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58.

Root Cause: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.

Problem Statement 2 (Prioritized): The performance of the Special Education student group at Williams Elementary is critically low, with only 6% of students achieving Meets or Masters in reading and just 3% in math.

Root Cause: The low performance of the Special Education student group can be attributed to insufficient targeted instructional strategies and a lack of effective individualized support that address their unique learning needs.

School Processes & Programs

School Processes & Programs Summary

Hobbs Williams Elementary provides a variety of instructional resources to support student achievement and enhance technology skills. Teachers use programs such as STEMscopes, Imagine Literacy, TAMU ITSS, MAP Fluency, Raz Kids, Reading A-Z, Heggerty, CLI Phonics, and MAP data to enrich learning experiences. To foster professional growth, teachers are encouraged to attend district trainings during the summer and throughout the school year, ensuring instructional success in the classroom. Weekly PLCs focus on effective lesson planning and instructional strategies, while data meetings are held after Quarter Summative Assessments and MAP administrations to analyze student performance and develop targeted action plans.

Wednesday Learning Meetings are conducted after school to address areas identified through administrator walk-throughs and classroom observations. This ongoing professional development aims to address instructional gaps and support teacher growth.

Additionally, the campus Response to Intervention (RTI) team holds regular meetings with each grade level to ensure that all students' academic and behavioral needs are being addressed. These meetings provide a platform for teachers, interventionists, and administrators to collaborate on identifying students who may require additional support, reviewing progress, and adjusting interventions as needed. By closely monitoring student performance and tailoring strategies to individual needs, the RTI team ensures that no student falls through the cracks and that timely interventions are implemented to promote student success. This collaborative approach helps create a responsive and inclusive learning environment.

School Processes & Programs Strengths

All grade levels meet with our Instructional Coaches at least once a week during their conference period for Professional Learning Communities (PLCs). During PLCs, the focus is on data analysis, instructional alignment, and delivery strategies. Teachers work on unpacking the Texas Essential Knowledge and Skills (TEKS) to ensure that all lessons and activities are 100% aligned with the standards. Special Education Inclusion Teachers also participate in weekly PLCs to support the integration of inclusive practices in all classrooms. Instructional Coaches provide weekly feedback on lesson plans, helping teachers refine their instruction for maximum effectiveness.

In addition to instructional alignment, we place a strong emphasis on selecting effective, targeted supplemental instructional materials to boost student achievement.

To further support both teachers and students with technology integration, the campus has a dedicated Instructional Technology Coach, Instructional Library Specialist, and an Instructional Media Aide. These roles help guide the implementation of technology in the classroom and assist with reaching key technology milestones for both students and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness.

Root Cause: A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of

instructional practices and classroom management across the campus.

Perceptions

Perceptions Summary

Hobbs Williams Elementary provides various opportunities for parents and families to engage with their child's education through workshops and family academic nights. All volunteers undergo orientation, ensuring they are well-prepared to contribute meaningfully. The school is also active in community events such as the MLK and Cinco De Mayo parades, student performances, and celebrations of Hispanic Heritage Month and Black History Month, further strengthening ties between the school and the community.

In terms of student support, Hobbs Williams implements several programs designed to build a positive and inclusive school culture. Initiatives like Handprints on Hearts, the 3 C's (Connections, Building Community, and Celebrations), and the Positive Behavior Interventions and Supports (PBIS) Program emphasize character development, emotional well-being, and positive behavior. The All Pro Dads program fosters meaningful family involvement, particularly among fathers and male role models.

Together, these programs and community-focused efforts contribute to a welcoming, supportive environment where students, staff, and families feel connected and valued.

Perceptions Strengths

A Parent Liaison has been assigned to our campus to assist with improving our parental involvement, in addition to our campus F.E.A.T (Family Engagement Action Team) committee members. Parents participate in our campus parent workshops and attend volunteer orientation. All campus communication, including our monthly campus newsletter, is sent out monthly to parents in English and Spanish.

Students and staff members are recognized for achievements. A variety of student clubs are offered to motivate students in their area(s) of interest.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Economically disadvantaged students, who make up 88% of the student population at Williams Elementary, have demonstrated a decline in overall achievement as reflected in STAAR results.

Root Cause: Teachers require a deeper understanding of how to create positive and meaningful learning environments that effectively accommodate students from diverse cultural backgrounds and varying socioeconomic statuses.

Problem Statement 2 (Prioritized): During the 2023-2024 school year, there were 65 student discipline referrals and 4 completed student suicide assessments, indicating significant concerns regarding student behavior and mental health that need to be addressed.

Root Cause: The high number of student discipline referrals and suicide assessments indicates a lack of comprehensive social-emotional support and behavioral interventions, contributing to an environment where students may struggle to manage their emotions and behaviors effectively.

Priority Problem Statements

Problem Statement 1: The current attendance rate of 93.3% at Williams Elementary falls below the district's goal of 95%. To improve student achievement and overall school performance, strategies must be implemented to raise the attendance rate to 95%.

Root Cause 1: A chronic absence rate of 16.69% is contributing to low student achievement and inconsistent academic progress across the school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: With 88% of Williams Elementary students classified as economically disadvantaged, there is a heightened need for additional academic and social-emotional support to address the challenges associated with their status and to ensure equitable access to learning opportunities.

Root Cause 2: There has been a lack of focus on understanding and addressing the factors impacting students experiencing poverty, leading to gaps in support and interventions tailored to their needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58.

Root Cause 3: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The performance of the Special Education student group at Williams Elementary is critically low, with only 6% of students achieving Meets or Masters in reading and just 3% in math.

Root Cause 4: The low performance of the Special Education student group can be attributed to insufficient targeted instructional strategies and a lack of effective individualized support that address their unique learning needs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness.

Root Cause 5: A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Economically disadvantaged students, who make up 88% of the student population at Williams Elementary, have demonstrated a decline in overall achievement as reflected in STAAR results.

Root Cause 6: Teachers require a deeper understanding of how to create positive and meaningful learning environments that effectively accommodate students from diverse cultural backgrounds and varying socioeconomic statuses.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: During the 2023-2024 school year, there were 65 student discipline referrals and 4 completed student suicide assessments, indicating significant concerns regarding student behavior and mental health that need to be addressed.

Root Cause 7: The high number of student discipline referrals and suicide assessments indicates a lack of comprehensive social-emotional support and behavioral interventions, contributing to an environment where students may struggle to manage their emotions and behaviors effectively.

Problem Statement 7 Areas: Perceptions

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS 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
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

Priority Focus Areas

Revised/Approved: August 15, 2024

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Evaluation Data Sources: Skyward discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through targeted staff trainings on trauma informed teaching and PBIS, teachers will be given tools and strategies to help them build meaningful relationships with their students to decrease conflict and disruption within their classrooms. Strategy's Expected Result/Impact: By June 2025, Hobbs Williams will see a 5% decrease in in-school suspension (ISS) (3 to 1), Out-of-School Suspension (OSS) (0 to 0), and Disciplinary Alternative Education Program (DAEP) placements (1 to 0) by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices. Staff Responsible for Monitoring: Administration, PBIS Team Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 2				

Strategy 2 Details		Reviews			
Strategy 2: Through targeted SEL guidance lessons, students will learn the strategies to facilitate proper conflict resolution with peers, respect for their environments, and a greater self-efficacy as it pertains to their academics. Strategy's Expected Result/Impact: By June 2025, students will demonstrate improved social-emotional skills, as evidenced by a 20% increase in positive behavior referrals and a 15% decrease in disciplinary incidents related to peer interactions. Staff Responsible for Monitoring: Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 1 Problem Statements:

Demographics
Problem Statement 2: With 88% of Williams Elementary students classified as economically disadvantaged, there is a heightened need for additional academic and social-emotional support to address the challenges associated with their status and to ensure equitable access to learning opportunities. Root Cause: There has been a lack of focus on understanding and addressing the factors impacting students experiencing poverty, leading to gaps in support and interventions tailored to their needs.
Perceptions
Problem Statement 2: During the 2023-2024 school year, there were 65 student discipline referrals and 4 completed student suicide assessments, indicating significant concerns regarding student behavior and mental health that need to be addressed. Root Cause: The high number of student discipline referrals and suicide assessments indicates a lack of comprehensive social-emotional support and behavioral interventions, contributing to an environment where students may struggle to manage their emotions and behaviors effectively.

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data

Strategy 1 Details	Reviews			
Strategy 1: Achieve 100% compliance with state-mandated emergency drills, conduct weekly door checks with an average of 0% human error, ensure all exterior doors and classroom doors are secured and locked, resulting in zero findings or notations from TEA IDA (Phase 1 and Phase 3); additionally, all members of the safe and supportive school team involved in behavioral threat assessment have completed the required BTAM training. Strategy's Expected Result/Impact: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures. Staff Responsible for Monitoring: Administration, Safety Officer ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 1: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hobbs Williams Elementary School will implement effective Professional Learning Communities (PLCs) for PreK-5th grade reading teachers and establish Lesson Internalization protocols across all grade levels by the end of Q1 to enhance student achievement, while providing ongoing professional development focused on High-Quality Instructional Materials (HQIM), Tier I instruction, data analysis, and small group instruction. Strategy's Expected Result/Impact: By the end of June 2025, Hobbs Williams Elementary School will enhance student achievement by implementing effective Professional Learning Communities (PLCs) and Lesson Internalization protocols for PreK-5th grade, alongside ongoing professional development in High-Quality Instructional Materials (HQIM), Tier I instruction, data analysis, and small group instruction, aiming for an 8% increase (from 32% to 40%) in the percentage of students performing at MEETS grade level or above on STAAR/EOC Reading assessments. Staff Responsible for Monitoring: Administration, Instructional I-Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1				
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58. Root Cause: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.

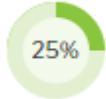
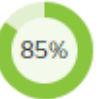
School Processes & Programs

Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. **Root Cause:** A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will implement targeted small group instruction to enhance early childhood literacy proficiency, as measured by MAP progress monitoring. Progress will be tracked through standardized learning walks to ensure the effective use of district-provided High-Quality Instructional Materials (HQIM) aligned with TEKS and to monitor student achievement. Strategy's Expected Result/Impact: Hobbs Williams will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 17% to 30% by June of 2025. Staff Responsible for Monitoring: Administration, Instructional I-Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58. Root Cause: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.

School Processes & Programs

Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. **Root Cause:** A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hobbs Williams Elementary School will implement effective Professional Learning Communities (PLCs) for PreK-5th grade math teachers and establish Lesson Internalization protocols across all grade levels by the end of Q1 to enhance student achievement, while providing ongoing professional development focused on High-Quality Instructional Materials (HQIM), Tier I instruction, data analysis, and small group instruction. Strategy's Expected Result/Impact: By the end of June 2025, Hobbs Williams Elementary School will enhance student achievement by implementing effective Professional Learning Communities (PLCs) and Lesson Internalization protocols for PreK-5th grade, alongside ongoing professional development in High-Quality Instructional Materials (HQIM), Tier I instruction, data analysis, and small group instruction, aiming for a 6% increase (from 29% to 35%) in the percentage of students performing at MEETS grade level or above on STAAR/EOC Math assessments. Staff Responsible for Monitoring: Administration, Instructional I-Coaches Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 - School Processes & Programs 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58. Root Cause: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.

School Processes & Programs

Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. **Root Cause:** A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hobbs Williams Elementary School will enhance instruction through collaboration at PLC's with I-Coaches, Teachers, administrators, and district personnel to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies. The school will also offer opportunities for teachers to observe recognized and distinguished peers, align Tier 1 instruction with 21st-century skills, and implement Professional Learning Community (PLC) protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction. Progress will be measured through the use of qualitative data from learning walks and student achievement data. Strategy's Expected Result/Impact: Hobbs Williams Elementary School will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 20% to 30% by June of 2025. (HB3 Goal) Staff Responsible for Monitoring: Administration, Instructional I-Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58. **Root Cause:** The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.

School Processes & Programs

Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. **Root Cause:** A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: Hobbs Williams Elementary will use data and teacher and student goal-setting to grow all students to meet their MAP and STAAR Target goals. Data Meetings will occur after each quarter assessment. Tutoring will also be provided to students that are able to attend. Strategy's Expected Result/Impact: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 6% (Reading: from 29% to 35%; Math: 25% to 31%). Staff Responsible for Monitoring: Administration, Instructional I-Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58. Root Cause: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.
School Processes & Programs
Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. Root Cause: A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: Use small group instruction tailored to individual student needs, ensuring alignment with each student's Individualized Education Plan (IEP). Incorporate hands-on and interactive learning activities to engage young learners. Provide ongoing professional development for teachers, focusing on effective early literacy and numeracy strategies for Special Education students. Encourage collaboration between general education and Special Education staff. Ensure that classrooms have the necessary resources, such as age-appropriate books, math manipulatives, and technology, to support differentiated instruction. Celebrate milestones and achievements, such as meeting a reading or math goal, to keep students motivated. Use stickers, certificates, or classroom recognition to highlight success. Strategy's Expected Result/Impact: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 7% RLA:(from 6% to 13%) Math: (3% to 10%) Staff Responsible for Monitoring: Administration, Instructional I-Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6 Problem Statements:

Student Learning
Problem Statement 2: The performance of the Special Education student group at Williams Elementary is critically low, with only 6% of students achieving Meets or Masters in reading and just 3% in math. Root Cause: The low performance of the Special Education student group can be attributed to insufficient targeted instructional strategies and a lack of effective individualized support that address their unique learning needs.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow Dual Language 2.0 guidelines and track data to assure students are meeting their growth goals. Teachers will also have students write their yearly goals using their beginning of the year MAP and quarter assessments. Incentive for meets and masters will occur every quarter. Strategy's Expected Result/Impact: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading will increase by 7% (from 29% to 36%) and mathematics will increase by 7% (from 27% to 34%). Staff Responsible for Monitoring: Administration, Instructional I-Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Measurable Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58. Root Cause: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.
School Processes & Programs
Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. Root Cause: A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 8: By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will share data and goal sheet with students to reflect on growth and progress towards MAP and STAAR Target scores. Teacher and student data trackers will be updated quarterly, accompanied by teacher and student reflections and action plans to achieve their goals. Purposeful small group instruction and targeted interventions will be implemented to support individual student needs. Strategy's Expected Result/Impact: By June 2025, the percentage of Hobbs Williams students that meet their growth targets in the areas of reading and mathematics will increase by 7% (Reading: from 50% to 57%; Math from 42% to 49%). Staff Responsible for Monitoring: Administration, Instructional I-Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 8 Problem Statements:

Student Learning
Problem Statement 1: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58. Root Cause: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.

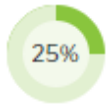
School Processes & Programs

Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. **Root Cause:** A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: General Education, Inclusion, and CARE SS Teachers will utilize students' MAP Growth and MAP fluency data to guide small group instruction and effectively progress monitor students to ensure academic growth. Strategy's Expected Result/Impact: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 10% (from 3% to 13%) Staff Responsible for Monitoring: Administration, Instructional I-Coaches, General Education Teachers, Inclusion Teachers, CARE SS Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 9 Problem Statements:

Student Learning
Problem Statement 1: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58. Root Cause: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.
School Processes & Programs
Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. Root Cause: A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: Hobbs William teachers will design and deliver lessons using methods that integrate language acquisition with content instruction, aligned with the ELPS. Instructional methods will focus on providing comprehensible input, differentiated teaching, and structured language support to enhance student learning. Strategy's Expected Result/Impact: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 51% to 58%) increase of academic progress in the areas of reading and mathematics. Staff Responsible for Monitoring: Administration, Instructional I-Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 10 Problem Statements:

Student Learning
Problem Statement 1: Williams Elementary has received a Student Achievement Domain I rating of 56 and a School Progress Domain II rating of 58. Root Cause: The low ratings in Student Achievement Domain I and School Progress Domain II reflect significant gaps in foundational academic skills, exacerbated by high student mobility and insufficient targeted instructional support.
School Processes & Programs
Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. Root Cause: A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

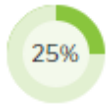
Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
Strategy 1: Hobbs Williams will provide training on the implementation of ELPs and the support of TELPAS components for English learners. Strategy's Expected Result/Impact: By June 2025, at least 75% English Learners will advance by at least one level of TELPAS composite rating (from 44% to 50%). Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.

Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

Strategy 1 Details	Reviews			
Strategy 1: All Hobbs Williams staff will complete professional development including, but not limited to, the hours outlined in the district's PD requirements. Strategy's Expected Result/Impact: Hobbs Williams will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 12 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers are struggling to consistently implement best practices for high-quality Tier I instruction and effectively monitor student progress through data, impacting student outcomes and instructional effectiveness. Root Cause: A significant portion of the teaching staff, approximately 40-50%, have less than 5 years of teaching experience, which may affect the consistency and depth of instructional practices and classroom management across the campus.
Perceptions
Problem Statement 1: Economically disadvantaged students, who make up 88% of the student population at Williams Elementary, have demonstrated a decline in overall achievement as reflected in STAAR results. Root Cause: Teachers require a deeper understanding of how to create positive and meaningful learning environments that effectively accommodate students from diverse cultural backgrounds and varying socioeconomic statuses.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details		Reviews			
Strategy 1: Hobbs Williams will ensure students can explain, justify, and model scientific concepts by providing phenomena-driven, hands-on, student-centered activities that incorporate authentic opportunities for reading, writing, and academic discourse. Strategy's Expected Result/Impact: By June 2025, Hobbs Williams will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 12% to 15% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices. Staff Responsible for Monitoring: Administration, Instructional I-Coaches, GT Specialist Title I: 2.4, 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		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.

Evaluation Data Sources: Family Engagement Attendance Logs

Strategy 1 Details	Reviews			
Strategy 1: Hobbs Williams will have monthly parent meeting with the Principal and monthly PTA meetings after school. Strategy's Expected Result/Impact: By June 2025, Hobbs Williams will increase overall family engagement participation by 50% (from 27 in attendance to 54) for campus events by implementing family engagement initiatives and strategies. Staff Responsible for Monitoring: Administration, Parent Liaison Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 70%	 90%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.

Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide targeted professional development focused on the integration of technology tools that support the four C's in daily lessons. Strategy's Expected Result/Impact: Hobbs Williams will enhance the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology that promotes real-world learning and regularly checks for understanding. By June 2025, the percentage of students reporting weekly engagement in the Four C's (communication, collaboration, creativity, and critical thinking) will increase from 31% to 40%, as measured by Bb Comms survey data. Staff Responsible for Monitoring: Administration, Campus Technology Team Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in Cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff Cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: All staff will complete compliance videos about Cybersecurity to gain knowledge on signs of risk and precautions. Strategy's Expected Result/Impact: By June 2025, Hobbs Williams will implement research-based best strategies in Cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff Cybersecurity training compliance to 100%. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area
Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

Strategy 1 Details	Reviews			
Strategy 1: Hobbs Williams will increase college, career, and military readiness by fostering a college-going culture among students and involving families through workshops and resources to support long-term educational and career aspirations. This will occur through field trips, College Readiness Spirit Week, and parent workshops. Strategy's Expected Result/Impact: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal). Staff Responsible for Monitoring: Administration, Counselor, Parent Liaison Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 70%	 90%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: The Hobbs Williams counselor will facilitate monthly CTE exposure activities developed by Career and Technical Education. The CTE administration team will track activity completion and effectiveness. Elementary campuses (5th graders) will visit the CTE Exploration Center during the 24-25 school year. Strategy's Expected Result/Impact: Regular exposure to CTE activities will enhance students' readiness for diverse career opportunities as they transition to higher grades. Staff Responsible for Monitoring: Counselor, Administration Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 75%	 90%	


 0% No Progress


 100% Accomplished


 Continue/Modify


 Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%)

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: By June 2025, 100% of 5th graders will complete CTE activities and visit the CTE Exploration Center during the 24-25 school year. Strategy's Expected Result/Impact: By June 2025, 100% of 5th graders will complete CTE activities and visit the CTE Exploration Center during the 24-25 school year. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%)

Evaluation Data Sources: ACT, SAT, and TSIA2 Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will establish and support vertical teams across all grade levels to ensure seamless curriculum alignment. Strategy's Expected Result/Impact: By June 2025, Williams will increase the percentage of students meeting college readiness standards in both Math and ELA by 10%. Staff Responsible for Monitoring: Administration Team, Instructional I-Coaches	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data

Strategy 1 Details	Reviews			
Strategy 1: Provide Parent Engagement Workshops (e.g., building college-going expectations at home and school, financial literacy), implement College-Themed Classroom Initiatives (e.g., adopting college names for homerooms, displaying college banners and logos throughout the school), organize Career & College Awareness Programs (e.g., guest speakers, career days, virtual campus tours), and create a mini college center on campus where counselors can offer guidance in a designated space. Strategy's Expected Result/Impact: Students and parents will gain knowledge and educate themselves to create a plan for college. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 70%	 90%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% too 20%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Implement advanced learning opportunities in ELA and Math, such as accelerated reading and math clubs; introduce age-appropriate discussions about earning college credits through classroom activities and school events; and host informational workshops for parents on the long-term benefits of earning college credits in high school. Strategy's Expected Result/Impact: By June 2025, 50% of our 5th grade students will enroll in one or more advance placement classes in 6th grade. Staff Responsible for Monitoring: Administration Team, Counselors, Parent Liaison TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	25%	70%	90%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.

Evaluation Data Sources: Annual TIA Data

Strategy 1 Details	Reviews			
Strategy 1: Show all TIA videos sent to campuses in a faculty meeting. Take time to answer questions and ensure full understanding by teachers with ongoing professional development and celebrations. Schedule training times for any new in-person training that may be requested for TIA purposes (data for student growth, T-TESS coaching opportunities, etc.). Strategy's Expected Result/Impact: Hobbs Williams will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.

Evaluation Data Sources: TEA

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous budget monitoring aligned with district priorities, conducting regular audits and financial reviews to ensure compliance with FIRST standards. Strategy's Expected Result/Impact: Maintain an "A" FIRST rating while ensuring efficient resource allocation supports strategic priorities and long-term financial stability. Staff Responsible for Monitoring: Administration Team, Secretary	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: Administration, PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Hobbs Williams will monitor attendance using software that generates detailed student reports, send notifications in the home language, and hold conferences with parents whose students have chronic absenteeism. Throughout the school year, attendance initiatives, spirit weeks, and rallies will be implemented to boost student attendance. Strategy's Expected Result/Impact: By June 2025, Hobbs Williams Elementary will increase overall ADA from 93% to 95% and maintain a student enrollment of at least 630 students in order to meet the annual fiscal enrollment and attendance goals. Staff Responsible for Monitoring: Administration Team, Counselor, PEIMS Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problem Statements:

Demographics
Problem Statement 1: The current attendance rate of 93.3% at Williams Elementary falls below the district's goal of 95%. To improve student achievement and overall school performance, strategies must be implemented to raise the attendance rate to 95%. Root Cause: A chronic absence rate of 16.69% is contributing to low student achievement and inconsistent academic progress across the school.

Site Based Decision Making Committee

Committee Role	Name	Position
Parent	Paloma Portillo	Parent
District Representative	Ivonne Chaluian	District Elementary RLA Strategist
Counselor	Amanda Estrada	Counselor
Teacher	Michelle Hernandez	Teacher
Teacher	Rebecca Crews	Teacher
Teacher	Ximena Montgomery	Teacher
Teacher	Rachel Perkins	Teacher
Business Representative	Natalia Arpero	Business Representative
Parent	Maria Gonzalez	Parent
Parent	Paige Weathersby	Parent
Parent	Angelica Tinner	Parent
Teacher	Tia Simes	Teacher
Teacher	Emily Waters	GT Specialist
Teacher	Kristi Wadsworth	Teacher
Teacher	Januari Iranloye	Teacher
Teacher	Jenny Ruiz	Teacher
Teacher	Cassandra Kelley	Teacher
Administrator	Flor Portillo	Assistant Principal
Administrator	Joetta Wesley	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect			Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation		6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services		7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel		8/17/2023	Holly Mohler	5/24/2024