Lamar Consolidated Independent School District

Williams Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Manford Williams Elementary School is to prepare students socially and academically to be lifelong learners and responsible, productive citizens in a competitive global society.

Vision

The vision of Manford Williams Elementary School is to provide a rigorous and stimulating environment that engages all students while preparing them to become global innovators, well-rounded citizens, diverse thinkers, and lifelong learners.

Value Statement

At Williams, we believe in teaching the whole child, student centered learning, and providing a safe and positive learning environment.

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Goal 2: By May 2025, the percentage of students that meet grade level expectations in math will increase in Approaches, Meets, and Masters in grades 1-5 on MAP and 3-5 STAAR by designated measures below. 2023 -2024 Math MAP 2024-2025 Math MAP Performance Goals Approaches Meets Masters Approaches Meets Masters 1st 61% 28% 14% 1st 70% 32% 18% 2nd 72% 25% 10% 2nd 70% 30% 16% 3rd 85% 59% 23% 3rd 80% 35% 15% 4th 81% 39% 16% 4th 87% 60% 25% 5th 84% 46% 13% 5th 85% 45% 20% 2023 -2024 Math STAAR 2024 - 2025 Math STAAR Performance Goals Approaches Meets Masters Approaches Meets Masters 3rd 88% 63 % 22 % 3rd 90% 65% 25% 4th 83% 61% 29 % 4th 90% 65% 30% 5th 92% 73% 32% 5th 90% 70% 33% 20

Goal 3: By May 2025, the percentage of students that meet grade level expectations in science will increase in Approaches, Meets, and Masters in 5th grade Science STAAR by designated measures below. 2023 - 2024 Sci STAAR 2024 - 2025 Sci STAAR Approaches Meets Masters Approaches Meets Masters 5th 76% 38% 18% 5th 82% 42% 22% 24

Goal 4: By May 2025, we will reduce the amount of non/suicidal ideations and homicidal threats by the designated measures below based on the data provided in the Safe Supportive App. 2023-2024 2024-2025 NSSI - 3 NSSI - 1 Suicidal - 5 Suicidal - 3 Homicidal - 4 Homicidal - 2 26

Goal 5: By the end of the 24/25 school year, we will decrease the amount of referrals by designated measures below by using the Positive Behavioral Interventions and Support program. 23/24 24/25 Campus Referrals 210 Campus Referrals 170 Bus Referrals 177 Bus Referrals 125 ISS 12 instances, 21 days ISS 9 Instances OSS 12 instances, 19 days OSS 9 Instances 27

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Needs Assessment Overview

Needs Assessment Overview Summary

Our first meeting was held on May 8, 2023. At this time, the Site Based Decision Committee (SBDC) met to review the purpose of the committee. We discussed Title I and the Comprehensive Needs Assessment. The team discussed the requirements to be a Title 1 campus as well as the purpose of the meeting to determine the campus needs. We shared the different types of data that we will collect and review. We selected and assigned teams to prepare data for our next meeting. Teams worked to set times to collaborate on their presentations. The next meeting date was set.

During our second meeting on June 1, 2023, the SBDC reviewed the Title 1 Process and the development of the Comprehensive Needs Assessment. Teams presented their data for demographics, student learning, perceptions, and school processes. Data used was: PEIMS information, state and local assessments, discipline data, Campus Climate Surveys, and attendance records. We determined that the campus would benefit by focusing on K-2 literacy development, ELAR, Math as well as the parent and student satisfaction. We drafted five goals based on the current data in these areas.

The third meeting was held on October 20, 2023 in the conference room at Williams Elementary school. The administrative team updated numbers and demographics for the 2023 - 2024 school year. We reviewed and edited goals and strategies.

Site Based Decision Making Committee Members:

Laci Crowson (Principal)

Hailey Wied (Assistant Principal)

Frika McCullough (Instructional Coach)

Tina Balleweg (Instructional Coach)

Angela Giarratano (Classroom Teacher)

Shelby Rushing (Classroom Teacher)

Ashley Barbera (Classroom Teacher)

Dawn Phillips (Classroom Teacher)

Marva O'Neal (District Representative)

Angela Powers (Community Representative)

MaryAnn Corbello (Parent)

Rachel Settle (Parent)

Demographics

Demographics Summary

Demographics: Manford Williams Elementary School currently has 710 students enrolled for the 2024 - 2025 school year.

Our campus consists of 29.5% African American, 31% Hispanic, 17% White, 0% American Indian, 19% Asian, 0% Pacific Islander, and 4% Two or more Races.

Enrollment by student group is 51% Economically Disadvantaged, 11% Special Education, and 32% English Language Learners.

There is a 9% mobility rate.

Our attendance rate for the 2023-2024 school year was 96%.

Demographics Strengths

42% of staff have 10+ years of experience.

High teacher retention

Growing staff into leadership positions within the district

Student Learning

Student Learning Summary

ELAR MAP	Approaches	Meets	Masters
1st	75%	43%	19%
2nd	71%	40%	23%
3rd	84%	59%	33%
4th	83%	55%	27%
5th	79%	43%	25%

Math MAP	Approaches	Meets	Masters
1st	61%	28%	14%
2nd	72%	25%	10%
3rd	85%	59%	23%
4th	81%	39%	16%
5th	84%	46%	13%

Sci Winter MAP	Approaches	Meets	Masters
2nd	%	%	%
3rd	94%	79%	52%
4th	91%	69%	36%
5th	85%	51%	21%

GRA	Below Level	On Level	Above Level
Kinder	29.41%	70.59%	43.53%

Student Learning Strengths

At least 80% of 3-5 students are at or above grade level in math and reading based on MAP testing.

At least 60% of 3-5 students are at meets in math and reading based on STAAR testing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Minimal student growth outcomes in K-2 literacy development. **Root Cause:** Students have a gap in exposure to explicit instruction in phonics.

Problem Statement 2 (Prioritized): Minimal amount of student growth in math, reading, and science (Grades 1-5). **Root Cause:** Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.

Problem Statement 3 (Prioritized): Lack of school-wide process and familiarity for completing online assessments. **Root Cause:** Minimal exposure to the variety of question types and online platform. (Grades 1-3)

Problem Statement 4 (Prioritized): Academic disconnect between home and school (Parent opportunities and understanding) **Root Cause:** Minimal parent participation and understanding of the programs and resources provided.

Problem Statement 5 (Prioritized): Excessive amount of bus referrals. **Root Cause:** Lack of structure and active supervision. (Disconnect from PBIS campus expectation)

School Processes & Programs

School Processes & Programs Summary

- Staffing - Systematic processes of screening and interviewing resulting in hiring highly qualified teachers and paras.
- Training - Provide high quality professional development from the campus and district leaders.
- Curriculum Supports - Instructional coaches, interventionists, resources, programs, district level content coaches.
- Behavior Management and Safety - Implement campus daily safety audits, drills and PBIS.

School Processes & Programs Strengths

- Retaining highly qualified staff
- Collaborative PLCs
- Data driven instruction and interventions

Perceptions

Perceptions Summary

- K-12 Campus Climate Survey
    - Teacher, Parent, and Students

Perceptions Strengths

The data from the K-12 survey showed that these three areas were strengths.

"Teachers tell what they need to know to do well" - Students

"Teachers explain learning and expectations" - Teachers

"Teachers are available to discuss student learning needs" - Parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents feel that they don't get helpful feedback on student work or have information on how to help their children. **Root Cause:** Lack of parent understanding of programs and resources.

Priority Problem Statements

Problem Statement 1: Minimal student growth outcomes in K-2 literacy development.

Root Cause 1: Students have a gap in exposure to explicit instruction in phonics.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Minimal amount of student growth in math, reading, and science (Grades 1-5).

Root Cause 2: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of school-wide process and familiarity for completing online assessments.

Root Cause 3: Minimal exposure to the variety of question types and online platform. (Grades 1-3)

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Academic disconnect between home and school (Parent opportunities and understanding)

Root Cause 4: Minimal parent participation and understanding of the programs and resources provided.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Excessive amount of bus referrals.

Root Cause 5: Lack of structure and active supervision. (Disconnect from PBIS campus expectation)

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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

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

Goals

Revised/Approved: June 18, 2024

Goal 1: By May 2025, the percentage of students that meet grade level expectations in reading will increase in Approaches, Meets, and Masters in grades 1-5 on MAP and grades 3-5 on STAAR.

2023-2024 Campus MAP Performance			2024-2025 Campus MAP Performance Goals			
Gr 1 ELAR	75% Approaches,	43% Meets, 19% Masters	Gr 1	ELAR	80% Approaches,	50% Meets, 25% Masters
Gr 2 ELAR	71% Approaches,	40% Meets, 23% Masters	Gr 2	ELAR	80% Approaches,	48% Meets, 25% Masters
Gr 3 ELAR	84% Approaches,	59% Meets, 33% Masters	Gr 3	ELAR	80% Approaches,	45% Meets, 28% Masters
Gr 4 ELAR	83% Approaches,	55% Meets, 27% Masters	Gr4	ELAR	90% Approaches,	65% Meets, 38% Masters
Gr 5 ELAR	79% Approaches,	43% Meets, 25% Masters	Gr 5	ELAR	88% Approaches,	60% Meets, 32% Masters

2023-2024 Campus STAAR Performance			2024 - 2025 Campus STAAR Performance Goals			
Gr 3 ELAR	92% Approaches,	80% Meets, 43% Masters	Gr 3	ELAR	93% Approaches,	82% Meets, 45% Masters
Gr 4 ELAR	94% Approaches,	65% Meets, 41% Masters	Gr 4	ELAR	95% Approaches,	80% Meets, 45% Masters
Gr 5 ELAR	92% Approaches,	68% Meets, 39% Masters	Gr 5	ELAR	95% Approaches,	70% Meets, 45% Masters

Performance Objective 1: Improve quality of Tier 1 instruction.

Evaluation Data Sources: District assessments and campus data.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Ensure all ELAR teachers have access to aligned instructional resources such as Scholastic News, StoryWorks, and TEK based resources.	Feb	Apr	June
Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, ESL Coach, MTSS/CTC Coach, ELAR Teachers, Special Education Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Resources/Materials for Studios - 211 Title I, Part A - $3,000			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Host meetings and academic events for staff to explain to parents the available reading resources, materials, and strategies to support partnerships connected to parent, family, and community engagement plan.	Feb	Apr	June
Strategy's Expected Result/Impact: Increased relevance of home-school connection. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, ELAR Teachers, Title I Campus Contact **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 4 **Funding Sources:** Academic evetns - 211 Title I, Part A - $1,400			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Inventory and purchase technology to ensure equity and equality in all classrooms.	Feb	Apr	June
Strategy's Expected Result/Impact: Classrooms will be equipped with technology devices, equitable personalized instruction, and access to online resources. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Librarian **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 1, 2, 3			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Minimal student growth outcomes in K-2 literacy development. **Root Cause**: Students have a gap in exposure to explicit instruction in phonics.
Problem Statement 2: Minimal amount of student growth in math, reading, and science (Grades 1-5). **Root Cause**: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.
Problem Statement 3: Lack of school-wide process and familiarity for completing online assessments. **Root Cause**: Minimal exposure to the variety of question types and online platform. (Grades 1-3)
Problem Statement 4: Academic disconnect between home and school (Parent opportunities and understanding) **Root Cause**: Minimal parent participation and understanding of the programs and resources provided.

Goal 1: By May 2025, the percentage of students that meet grade level expectations in reading will increase in Approaches, Meets, and Masters in grades 1-5 on MAP and grades 3-5 on STAAR.

2023-2024 Campus MAP Performance Performance Goals				2024-2025 Campus MAP			
Gr 1	ELAR	75% Approaches,	43% Meets, 19% Masters	Gr 1	ELAR	80% Approaches,	50% Meets, 25% Masters
Gr 2	ELAR	71% Approaches,	40% Meets, 23% Masters	Gr 2	ELAR	80% Approaches,	48% Meets, 25% Masters
Gr 3	ELAR	84% Approaches,	59% Meets, 33% Masters	Gr 3	ELAR	80% Approaches,	45% Meets, 28% Masters
Gr 4	ELAR	83% Approaches,	55% Meets, 27% Masters	Gr4	ELAR	90% Approaches,	65% Meets, 38% Masters
Gr 5	ELAR	79% Approaches,	43% Meets, 25% Masters	Gr 5	ELAR	88% Approaches,	60% Meets, 32% Masters

2023-2024 Campus STAAR Performance Performance Goals				2024 - 2025 Campus STAAR			
Gr 3	ELAR	92% Approaches,	80% Meets, 43% Masters	Gr 3	ELAR	93% Approaches,	82% Meets, 45% Masters
Gr 4	ELAR	94% Approaches,	65% Meets, 41% Masters	Gr 4	ELAR	95% Approaches,	80% Meets, 45% Masters
Gr 5	ELAR	92% Approaches,	68% Meets, 39% Masters	Gr 5	ELAR	95% Approaches,	70% Meets, 45% Masters

Performance Objective 2: Targeted intervention and enrichment to support student achievement by providing teachers with appropriate materials and resources for all students, including EB students.

Evaluation Data Sources: District assessments and campus data

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: We will provide tutorials, individualized instruction support, and materials during the day for accelerated instruction, small groups, and enrichment to close gaps and academic deficits of our at-risk students and to ensure growth of all students. **Strategy's Expected Result/Impact:** High quality Tier 1 instruction, increased individual student growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers, Special Ed Teachers, Librarian, Part-time tutors, and Paraprofessionals. **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** PK Aide - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $67,254.93, Part-time, non LCISD Tutor - 211 Title I, Part A - $8,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 2: During Data/MTSS meetings and PLCs, teachers and CORE team will review all campus and district data and identify students needing intervention. Small groups will be formed to provide invention during the school day. Hire instructional tutors for additional support. **Strategy's Expected Result/Impact:** Instructional Coach, ESL Coach, classroom teachers, paraprofessionals and tutors will have scheduled tutorial groups based on student data and need to provide additional intentional instruction to close the gaps of our Tier 2, Tier 3 students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coaches, Teachers, MTSS/CTC Coach, and Tutors **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Academic Facilitator MTSS/CTC - 211 Title I, Part A - $65,000			

Strategy 3 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 3: Each nine weeks the EB Specialist and teachers will meet with campus administration to review individual student data and progress for EB students to tailor the supports and resources needed to scaffold for success on TELPAS and exiting the EB program. EB specialist will purchase specific materials and resources to support emergent bilingual students & Title 3 such as multi-cultural books, curriculum, and materials, technology, and student incentives. **Strategy's Expected Result/Impact:** High quality Tier 1 instruction, targeted intervention resulting in increased student growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coaches, EB specialist, EB aide, teachers, MTSS/CTC coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Technology - 199 PIC 25 State Bilingual/ESL - $1,500, Books - 199 PIC 25 State Bilingual/ESL - $1,000, Curriculum Resources, supplies, and student incentives - 199 PIC 25 State Bilingual/ESL - $3,750			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Minimal student growth outcomes in K-2 literacy development. **Root Cause**: Students have a gap in exposure to explicit instruction in phonics.
Problem Statement 2: Minimal amount of student growth in math, reading, and science (Grades 1-5). **Root Cause**: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.
Problem Statement 3: Lack of school-wide process and familiarity for completing online assessments. **Root Cause**: Minimal exposure to the variety of question types and online platform. (Grades 1-3)

Goal 2: By May 2025, the percentage of students that meet grade level expectations in math will increase in Approaches, Meets, and Masters in grades 1-5 on MAP and 3-5 STAAR by designated measures below.

2023 -2024 Math MAP

	Approaches	Meets	Masters
1st	61%	28%	14%
2nd	72%	25%	10%
3rd	85%	59%	23%
4th	81%	39%	16%
5th	84%	46%	13%

2024-2025 Math MAP Performance Goals

	Approaches	Meets	Masters
1st	70%	32%	18%
2nd	70%	30%	16%
3rd	80%	35%	15%
4th	87%	60%	25%
5th	85%	45%	20%

2023 -2024 Math STAAR

	Approaches	Meets	Masters
3rd	88%	63 %	22 %
4th	83%	61%	29 %
5th	92%	73%	32%

2024 - 2025 Math STAAR Performance Goals

	Approaches	Meets	Masters
3rd	90%	65%	25%
4th	90%	65%	30%
5th	90%	70%	33%

Performance Objective 1: Improve quality of Tier 1 instruction.

Evaluation Data Sources: District assessments and campus data

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure all Math teachers receive adequate trainings and instructional supports such as Number Talks, Deep Practice, Guided Math, Spiral Review during PLCs.	Formative		
	Feb	Apr	June
Strategy's Expected Result/Impact: high quality Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, ESL Coach, Math Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Resources/Materials for Studios - 211 Title I, Part A - $1,500			

Strategy 2 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 2: Host meetings and academic events for staff to explain to parents the available math resources, materials, and strategies to support partnerships connected to parent, family, and community engagement plan. **Strategy's Expected Result/Impact:** Increased relevance of home/school connection. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Math Teachers, Title I Campus Contact **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 4 **Funding Sources:** Academic Events - 211 Title I, Part A - $1,500			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Minimal student growth outcomes in K-2 literacy development. **Root Cause**: Students have a gap in exposure to explicit instruction in phonics.
Problem Statement 2: Minimal amount of student growth in math, reading, and science (Grades 1-5). **Root Cause**: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.
Problem Statement 4: Academic disconnect between home and school (Parent opportunities and understanding) **Root Cause**: Minimal parent participation and understanding of the programs and resources provided.

Goal 2: By May 2025, the percentage of students that meet grade level expectations in math will increase in Approaches, Meets, and Masters in grades 1-5 on MAP and 3-5 STAAR by designated measures below.

2023 -2024 Math MAP

	Approaches	Meets	Masters
1st	61%	28%	14%
2nd	72%	25%	10%
3rd	85%	59%	23%
4th	81%	39%	16%
5th	84%	46%	13%

2024-2025 Math MAP Performance Goals

	Approaches	Meets	Masters
1st	70%	32%	18%
2nd	70%	30%	16%
3rd	80%	35%	15%
4th	87%	60%	25%
5th	85%	45%	20%

2023 -2024 Math STAAR

	Approaches	Meets	Masters
3rd	88%	63 %	22 %
4th	83%	61%	29 %
5th	92%	73%	32%

2024 - 2025 Math STAAR Performance Goals

	Approaches	Meets	Masters
3rd	90%	65%	25%
4th	90%	65%	30%
5th	90%	70%	33%

Performance Objective 2: Targeted intervention to support student improvement.

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: We will provide tutorials, individualized instruction support, and materials during the day for accelerated instruction, small groups, and enrichment to close gaps and academic deficits of our at-risk students and to ensure growth of all students. **Strategy's Expected Result/Impact:** High quality Tier 1 instruction, increased individual student growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, ESL Coach, Math Teachers, Special Ed Teachers, paraprofessionals and tutors **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Part-time, non-LCISD Tutor - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $6,041.45, Part-time, non LCISD Tutor - 211 Title I, Part A - $6,500			

Strategy 2 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 2: During Data/MTSS meetings, and PLCs, teachers and CORE team will review all campus and district data and identify students needing intervention. Small groups will be formed to provide invention before and during the school day. Hire instructional tutors for additional support. **Strategy's Expected Result/Impact:** Instructional Coach, ESL Coach, and classroom teachers will have scheduled tutorial groups based on student need and data to accelerate learning or progress. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coaches, MTSS/CTC Coach, and Teachers and paraprofessionals **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Resources/Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $2,000, Resources/Materials - 211 Title I, Part A - $1,488			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Minimal amount of student growth in math, reading, and science (Grades 1-5). **Root Cause**: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.

Goal 3: By May 2025, the percentage of students that meet grade level expectations in science will increase in Approaches, Meets, and Masters in 5th grade Science STAAR by designated measures below.

2023 - 2024 Sci STAAR			
	Approaches	Meets	Masters
5th	76%	38%	18%

2024 - 2025 Sci STAAR			
	Approaches	Meets	Masters
5th	82%	42%	22%

Performance Objective 1: Teachers will be provided with appropriate materials, programs, resources, and professional development to enhance instruction to all students including students identified as at risk.

Evaluation Data Sources: district assessments and campus data

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: Inventory all Science materials and purchase necessary resources , programs, and professional development to ensure equity and equality in all classrooms. **Strategy's Expected Result/Impact:** Teachers are equipped with research based, relevant materials - equitable personalized instruction and high yield instructional strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Science Teachers, Title I Campus Contact **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Resources/Materials - 211 Title I, Part A - $2,500			

Strategy 2 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 2: Host meetings and academic events for staff to explain to parents the available science resources, materials, and strategies to support partnerships connected to parent, family, and community engagement plan. **Strategy's Expected Result/Impact:** Increased relevance of home-school connection. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coach, Teachers **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Academic Events - 211 Title I, Part A - $1,500			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Minimal amount of student growth in math, reading, and science (Grades 1-5). **Root Cause**: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.

Goal 4: By May 2025, we will reduce the amount of non/suicidal ideations and homicidal threats by the designated measures below based on the data provided in the Safe Supportive App.

2023-2024	2024-2025
NSSI - 3	NSSI - 1
Suicidal - 5	Suicidal - 3
Homicidal - 4	Homicidal - 2

Performance Objective 1: Students will participate in monthly guidance lessons focusing on strategies to improve social wellness and improve relationship skills. including utilizing small group, lunch bunch, and student check-ins using curriculum such as Quaver, The Responsive School Counselor, and Character Counts.

High Priority

Evaluation Data Sources: Data from Safe Supportive App

Goal 5: By the end of the 24/25 school year, we will decrease the amount of referrals by designated measures below by using the Positive Behavioral Interventions and Support program.

23/24	24/25
Campus Referrals 210	Campus Referrals 170
Bus Referrals 177	Bus Referrals 125
ISS 12 instances, 21 days	ISS 9 Instances
OSS 12 instances, 19 days	OSS 9 Instances

Performance Objective 1: Students and staff will utilize PBIS campus-wide behavior system activities (such as ROPES, House system, etc.) focusing on consistency using common language and expectations.

High Priority

Evaluation Data Sources: Staff will highlight students who demonstrate PBIS behavior expectations by providing incentives, and house celebrations based on data from the PBIS App.

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: Implement use of the PBIS online system, House meetings weekly, daily announcements highlighting PBIS and student opportunity to earn and manage rewards points as a result of meeting expectations. **Strategy's Expected Result/Impact:** Students will follow PBIS expectations **Staff Responsible for Monitoring:** All Staff **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 5 **Funding Sources:** PBIS App - 211 Title I, Part A - $2,362, House Activities - 211 Title I, Part A - $3,000, PBIS Rewards - 211 Title I, Part A - $1,800			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Excessive amount of bus referrals. **Root Cause**: Lack of structure and active supervision. (Disconnect from PBIS campus expectation)

State Compensatory

Budget for Williams Elementary

Total SCE Funds: $110,752.90
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Salaries and wages for a paraprofessional, tutors, resources and materials and technology.

Personnel for Williams Elementary

Name	Position	FTE
Shelly Ayres	PK Aide	1
Terri Kraus	PK Aide	1
Xania Partida	PK Aide	1

Title I

1.1: Comprehensive Needs Assessment

Our first meeting was held on April 24, 2024. At this time, the Site Based Decision Committee (SBDC) met to review the purpose of the committee. We discussed Title I and the Comprehensive Needs Assessment. The team discussed the requirements to be a Title 1 campus as well as the purpose of the meeting to determine the campus needs. We shared the different types of data that we will collect and review. We selected and assigned teams to prepare data for our next meeting. Teams worked to set times to collaborate on their presentations. The next meeting date was set.

During our second meeting on May 20, 2024, the SBDC reviewed the Title 1 Process and the development of the Comprehensive Needs Assessment. Teams presented their data for demographics, student learning, and school processes. Data used was: PEIMS information, state and local assessments, discipline data, Campus Climate Surveys, and attendance records. At this time, the information for perceptions was unavailable. The Campus Climate Surveys were provided on May 26, 2024. The data was reviewed and presented to the SBDC on June 6, 2024. We determined that the campus would benefit by focusing on K-2 literacy development, ELAR, Math as well as the parent and student satisfaction. We drafted five goals based on the current data in these areas.

Site Based Decision Making Committee Members:

Laci Crowson (Principal)

Hailey Wied (Assistant Principal)

Frika McCullough (Instructional Coach)

Tina Balleweg (Instructional Coach)

Angela Giarratano (Classroom Teacher)

Danielle Golden (Classroom Teacher)

Lluvia Gomez (Classroom Teacher)

Laura Cruz (Classroom Teacher)

Marva O'Neal (District Representative)

Angela Powers (Community Representative)

MaryAnn Corbello (Parent)

Rachel Settle (Parent)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, business representatives, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed as follows:

Laci Crowson, Principal

Hailey Wied, Assistant Principal

Analleli Martinez, Admin Assistant

Franciska McCullough, Instructional Coach

Christina Balleweg, Instructional Coach

Hether DePasquale, Academic Facilitator

Annette Nava, ESL Coach

Holly Treece, Librarian

Yvonne Pena, Counselor

Lluvia Gomez, Kindergarten Teacher

Danielle Golden, First Grade Teacher

Laura Cruz, Second Grade Teacher

Diana Alvarez, Fourth Grade Teacher

Angela Giarratano, Fourth Grade Teacher

MaryAnn Corbello, Parent

Rachel Settle, Parent

Angela Powers, Community Partner

2.2: Regular monitoring and revision

Williams Elementary team leaders, campus leadership team, and Site Based Decision Committee work together to monitor, revise and edit the plan throughout the year. Student data is also reviewed to ensure that all students are provided opportunities to meet the challenging academic standards. Intervention groups are formed based on the student data. The SBDM team met on April 24, 2023 and May 20, 2024 to give input for the 2024-2025 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed and revised by the campus leadership and SBDC throughout the year.

2.3: Available to parents and community in an understandable format and language

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Parent Teacher Compact, and the Parent and Family Engagement Policy. These policies will be accessible in the locations for parents and community members: campus website, the school's front office, at parent and family engagement activities, and in the State and Federal Programs Office at the district's administration building.

2.4: Opportunities for all children to meet State standards

We will provide tutorials, individualized instruction support, and materials during accelerated instruction and small groups for at risk students in order to close gaps and academic deficits and for enrichment to ensure growth of all students. Teachers will implement common assessments by using district created majors (when available) to ensure rigor and alignment. During PLCs staff will disaggregate, analyze, and share results to track patterns and performance to adjust Tier 1 instruction ensuring all students meet state standards and focus on growth of all sub pops during small group instruction. Ensure all staff receive adequate trainings and instructional supports during their PLCs.

2.5: Increased learning time and well-rounded education

Each grade level identifies individual students who need additional learning time to meet standards. Students are grouped and receive additional support during tutorials and accelerated instruction (GROW) time.

2.6: Address needs of all students, particularly at-risk

We regularly hold MTSS/Kid Watch meetings for staff to discuss and track students of concern and track at-risk. Each grade level identifies individual students who need additional learning time to meet standards. Students are grouped and receive additional support during before school tutorials, and accelerated instruction (GROW) time.

3.1: Annually evaluate the schoolwide plan

Williams Elementary team leaders, campus leadership team, and Site Based Decision Committee work together to monitor, revise and edit the plan annually.

Title I Personnel

Name	Position	Program	FTE
Hether DePasquale	Academic Facilatator		1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Diana Alvarez	4th Grade Teacher
Instructional Coach	Hether DePasquale	Instructional Coach
Classroom Teacher	Laura Cruz	2nd Grade Teacher
Parent	Rachel Settle	parent
Classroom Teacher	Angela Giarratano	4th grade teacher
Classroom Teacher	Lluvia Gomez	Kinder Teacher
Classroom Teacher	Danielle Golden	1st Grade Teacher
Instructional Coach	Christina Ballewag	Instructional Coach
Community Representative	Angela Powers	Community Member
District-level Professional	Marva O'Neal	Director of Federal Programs
Parent	Maryann Corbello	Parent
Non-classroom Professional	Yvonne Carrasco Pena	Counselor
Non-classroom Professional	Holly Treece	Librarian
Instructional Coach	Franciska McCullough	Instructional Coach
Administrator	Hailey Wied	Assistant Principal
Administrator	Laci Crowson	Principal

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Resources/Materials for Studios		$3,000.00
1	1	2	Academic evetns		$1,400.00
1	2	1	Part-time, non LCISD Tutor		$8,000.00
1	2	2	Academic Facilitator MTSS/CTC		$65,000.00
2	1	1	Resources/Materials for Studios		$1,500.00
2	1	2	Academic Events		$1,500.00
2	2	1	Part-time, non LCISD Tutor		$6,500.00
2	2	2	Resources/Materials		$1,488.00
3	1	1	Resources/Materials		$2,500.00
3	1	2	Academic Events		$1,500.00
5	1	1	House Activities		$3,000.00
5	1	1	PBIS Rewards		$1,800.00
5	1	1	PBIS App		$2,362.00
				Sub-Total	$99,550.00
				Budgeted Fund Source Amount	$99,550.00
				+/- Difference	$0.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	PK Aide		$67,254.93
2	2	1	Part-time, non-LCISD Tutor		$6,041.45
2	2	2	Resources/Materials		$2,000.00
				Sub-Total	$75,296.38
				Budgeted Fund Source Amount	$75,296.38
				+/- Difference	$0.00

199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Books		$1,000.00
1	2	3	Technology		$1,500.00
1	2	3	Curriculum Resources, supplies, and student incentives		$3,750.00
				Sub-Total	$6,250.00
				Budgeted Fund Source Amount	$6,250.00
				+/- Difference	$0.00
				Grand Total Budgeted	$181,096.38
				Grand Total Spent	$181,096.38
				+/- Difference	$0.00