Galena Park Independent School District

Williamson Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Board Approval Date: September 9, 2019

Mission Statement

The mission at Dr. Shirley J. Williamson Elementary School is to provide rigorous, research-based instruction and a nurturing environment to support each student in succeeding academically, physically, and emotionally.

Vision

Dr. Shirley J. Williamson Elementary's vision is to create a school environment that is commended for educating each child with excellence, preparing them to be responsible and productive citizens in the 21st Century.

Galena Park ISD's Learner's Creed

I believe in myself and in my ability to do my best at all times.

Just for today, I will listen, I will see, I will speak, I will feel, I will think, I will reason, I will read, I will write.

I will do all of these things with one purpose in mind, to do my best, and not to waste this day, for this day will come no more.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Dr. Shirley J. Williamson (SJW) is one of the 15 elementary campuses in Galena Park Independent School District. Williamson Elementary serves over 600 students in grades PPCD/PK to 5th grade. Williamson Elementary opened its doors to students for the first time on August 15, 2005 as Freedom Elementary School. We welcomed more than 400 students that day, and weeks later enrolled more than 50 hurricane evacuees. Freedom's first seven years were very successful. Freedom was renamed to Dr. Shirley J. Williamson Elementary in the fall of 2007, in honor of former State of Texas Commissioner and former Galena Park ISD Superintendent, Dr. Shirley Neely. Williamson Elementary has had four principals: Mrs. Terri Moore (2005-2011), Mrs. Stephanie Perry (2011-2014), Mrs. Paula Patterson (2014-2017), and Dr. Jonathan Sutton (2017-Present). Williamson Elementary serves many special populations of students from Pre-Kindergarten through fifth grade, specifically PPCD, Life Skills, and PASS.

- The student population at Williamson Elementary is:
    - African American 42.8%
    - Hispanic 46.6%
    - White 3.3%
    - American Indian .4%
    - Asian 4.2%
    - Two or More Races 2.6%
- Williamson Elementary serves:
    - Socioeconomic/ Special Population:
        - Economically Disadvantaged 73.1%

        - Non-Educational Disadvantage 26.9%
        - English Language Learners (ELL) 23.7%
        - At-Risk 51.5%
        - Special Education 12.4%
- Williamson Elementary mobility rate
    - Total mobility rate 20.6%

Demographics Strengths

- 0% mobility for American Indians and Pacific Islanders
- 2016-2017 above district and state percentages for attendance
- Minority staff 74% above state average of 49.7%
- African American staff 42.7% w/student demographics 42.8%
- Non-Economically disadvantage 26.9% below state average of 41.2%
- Veteran (11-20 years) 34.9% above state average of 28.2%
- Non-degreed teachers teachers 0% lower than district average of 1.3%
- Gifted and Talented percentage 7.9% higher than district percentage of 5.7%
- ESL Teacher 15.6% higher than state average of 6.1%

Problem Statements Identifying Demographics Needs

Problem Statement 1: We will work to resolve the disparity in campus attendance rates. **Root Cause**: Lack of parental accountability/urgency in ensuring that students are present and on time.

Problem Statement 2: We will work to enhance the academic proficiency of the sub populated groups. **Root Cause**: The sub populated group make up the majority of the campus's mobility rate, causing a barrier when working consistently with closing academic gaps.

Problem Statement 3: Student attendance drops the 3rd six weeks **Root Cause**: Cold and flu season

Problem Statement 4: Pre-K attendance negatively impacts overall attendance **Root Cause**: The short day sometimes discourages parents from being

students if scheduling is difficult

Problem Statement 5: Attendance is lower during holiday season **Root Cause**: Families travel or take children out for family holiday functions

Problem Statement 6: Student attendance declines the last 6 weeks **Root Cause**: Stamina becomes a problem and parents feel testing is over

Problem Statement 7: Attendance drops the 2nd semester **Root Cause**: Cold/inclement weather negatively impacts attendance

Student Academic Achievement

Student Academic Achievement Summary

The 2019 data reports the ALL categories as 79% approaching, 45% meets, and 19% masters. ELA and Math are areas of strength with ELA reporting 82% approaching, 46% meets, and 21% masters; Math reporting 84% approaching, 51% meets, and 24% masters. Science and writing are areas of intense focus with science data reporting 74% approaching, 42 % meets, and 15% masters; writing scores reporting 63% approaching, 23% meets, and 4% masters.

Year	Reading	Writing	Math	Science
2017	73%	52%	80%	77%
2018	77%	64%	88%	78%
2019	82%	63%	84%	74%

Student Academic Achievement Strengths

- Asian population is 94% Approaches and Asians have the highest percentage per subject area
- Reading has a trend of improvement over the past 3 years

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause**: A gap in the curriculum from lower grades to upper grades

Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs

School Processes & Programs Summary

Dr. Shirley J. Williamson Elementary teachers use Galena Park ISD's curriculum in the classroom. The district curriculum is aligned to the state standards. Our teachers have 90 minuts of uninterrupted instruction each morning. District-created assessments and released STAAR tests are used to measure student progress throughout the school year. Data is used from an array of assessments to determine classroom instruction and student interventions. Struggling students are identified and tracked by the campus RTi team.

Dr. Shirley J. Williamson has two computer labs; one for students to use during elective rotation and one for the classroom teacher to team with the campus Technology Instructional Specialist to teach students technology applications. The campus has three Chromebook carts that are checked out daily to support iReady, iStation and technology integration into lessons. Each classroom has a projector and document camera. IPads were added to grade levels; providing 5-6 per classroom in all grade levels except kindergarten.

School Processes & Programs Strengths

- Uninterrupted instructional time
- Data Room keeps student achievement at the forefront
- Data charts in the hallway and classroom keep students focused on achievement
- STEMscopes, iReady, iStation, Razkids
- Many opportunities for professional development district wide
- Gained more technology on campus
- All mobile technology units are being used every day
- After school STEM club and Robotics club

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause**: Curriculum and instruction needs more vertically alignment

Problem Statement 2: Students are lacking in 21st century computer skills **Root Cause**: There is a lack of technology resources and time for students to do more than istation and iready.

Perceptions

Perceptions Summary

Shirley J. Williamson Elementary School seeks to provide a positive school environment, which is conducive to learning. Students receive opportunities to build good character and educational experiences to ensure that students will become productive, global citizens, and lifelong learners.

Perceptions Strengths

1. Communication from teachers is above average, according to 90% of parents surveyed.

2. 100% of parents responded to receiving informations that is in a format that is clear and understandable.

3. 90% of parents have had a conference with their child's teacher this school year.

4. Parents are aware of the campus involvement policy.

5. 80% of parents responded to the CNA survey that they do not have any obstacles or barriers to stop them from attending campus related activities.

6. 90% of teachers agree that there are high expectations in place for students.

7. Teachers believe there is a high level of instruction on campus.

8. Routines and procedures on campus are practiced and enforced by all staff.

9. Student's are aware of their academic expecations.

10. More than 90% of teachers describe student academic achievement data as easily understandable, available, and used to drive instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are not familiar with the campus counselor. **Root Cause**: There is a major deficiency in parental involvement in correlation with student achievement.

Problem Statement 2: 5th graders are not prepared for middle school. **Root Cause**: There is a major deficiency in parental involvement in correlation with

student achievement.

Problem Statement 3: Parents are not involved with campus activities, despite availability. **Root Cause**: There is a major deficiency in parental involvement in correlation with student achievement.

Problem Statement 4: Parents do not receive sufficient information regarding involvement opportunities on campus. **Root Cause**: There is a major deficiency in parental involvement in correlation with student achievement.

Problem Statement 5: Parents are not keeping up with student grades and/or attendance through Skyward. **Root Cause**: There is a major deficiency in parental involvement in correlation with student achievement.

Problem Statement 6: Parents are unaware as to how school funds are used to improve student achievement. **Root Cause**: There is a major deficiency in parental involvement in correlation with student achievement.

Problem Statement 7: There is a lack of communication between parents and the campus. **Root Cause**: There is a major deficiency in parental involvement in correlation with student achievement.

Priority Problem Statements

Problem Statement 1: Pre-K attendance negatively impacts overall attendance
Root Cause 1: The short day sometimes discourages parents from being students if scheduling is difficult
Problem Statement 1 Areas: Demographics

Problem Statement 2: Student attendance drops the 3rd six weeks
Root Cause 2: Cold and flu season
Problem Statement 2 Areas: Demographics

Problem Statement 3: Attendance is lower during holiday season
Root Cause 3: Families travel or take children out for family holiday functions
Problem Statement 3 Areas: Demographics

Problem Statement 4: Student attendance declines the last 6 weeks
Root Cause 4: Stamina becomes a problem and parents feel testing is over
Problem Statement 4 Areas: Demographics

Problem Statement 5: Attendance drops the 2nd semester
Root Cause 5: Cold/inclement weather negatively impacts attendance
Problem Statement 5 Areas: Demographics

Problem Statement 6: We will work to enhance the academic proficiency of the sub populated groups.

Root Cause 6: The sub populated group make up the majority of the campus's mobility rate, causing a barrier when working consistently with closing academic gaps.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 4th Grade Writing scores need improvement in approaches, meets and masters

Root Cause 7: A gap in the curriculum from lower grades to upper grades

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: 3rd grade math scores need improvement in approaches, meets, and, masters.

Root Cause 8: A gap in the curriculum from lower grades to upper grades.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another

Root Cause 9: Curriculum and instruction needs more vertically alignment

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Students are lacking in 21st century computer skills

Root Cause 10: There is a lack of technology resources and time for students to do more than istation and iready.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Parents are not familiar with the campus counselor.

Root Cause 11: There is a major deficiency in parental involvement in correlation with student achievement.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 5th graders are not prepared for middle school.
Root Cause 12: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 12 Areas: Perceptions

Problem Statement 13: Parents are not involved with campus activities, despite availability.
Root Cause 13: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 13 Areas: Perceptions

Problem Statement 14: Parents do not receive sufficient information regarding involvement opportunities on campus.
Root Cause 14: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 14 Areas: Perceptions

Problem Statement 15: Parents are not keeping up with student grades and/or attendance through Skyward.
Root Cause 15: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 15 Areas: Perceptions

Problem Statement 16: Parents are unaware as to how school funds are used to improve student achievement.
Root Cause 16: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 16 Areas: Perceptions

Problem Statement 17: There is a lack of communication between parents and the campus.
Root Cause 17: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 17 Areas: Perceptions

Problem Statement 18: We will work to resolve the disparity in campus attendance rates.

Root Cause 18: Lack of parental accountability/urgency in ensuring that students are present and on time.

Problem Statement 18 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention 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
- Campus leadership data
- TTESS 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Williamson Elementary will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 1: Provide regular communications/recognition fr students, parents, staff and campus

Evaluation Data Source(s) 1: Increased parent involvement and student/staff morale.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
ESF Levers Lever 3: Positive School Culture 1) 1) Provide a weekly newsletter to inform parents of scheduled events and activities.		Principal	Increased knowledge of campus activities.	95%	95%	100%	100%
	Problem Statements: Perceptions 7						
2) Inform the community of school dates and events by posting information on the marquee.		Principal/Campus Secretary	Increase in parental involvement at events.	90%	90%	100%	100%
	Problem Statements: Perceptions 7						
3) Maintain communication by providing parents with graded papers in order to keep them abreast of their students' academic status once a week.		All teachers	Increased parental awareness of student academic progress.	85%	90%	100%	100%
	Problem Statements: Perceptions 5, 7						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 5: Parents are not keeping up with student grades and/or attendance through Skyward. **Root Cause 5**: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 7: There is a lack of communication between parents and the campus. **Root Cause 7**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 1: Williamson Elementary will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 2: Teach safety practices and protocols to students and staff

Evaluation Data Source(s) 2: Conduct 100% of all drills

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide monthly practice/review of emergency response procedures (fire drill, bad weather, shelter in place, lock down)		Assistant Principal	Awareness of safety, decreased preparedness time	80%	85%	100%	100%
	Problem Statements: School Processes & Programs 1						
2) Continue to train staff and Emergency Operations team on violence prevention techniques/strategies.		Assistant Principal	Staff will be aware of techniques.	95%	65%	90%	
	Problem Statements: School Processes & Programs 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 1: Williamson Elementary will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 3: Create a healthy environment so staff and students thrive and are productive

Evaluation Data Source(s) 3: Decreased office referrals and increased student success.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Foundations meetings will include discussions about various ways to provide a healthy environment so students and staff members can thrive and are productive.		Assistant Principal	Students and staff members will thrive and be more productive.	80%	85%	100%	→
	Problem Statements: School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 1: Williamson Elementary will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 4: Ensure our students and staff have 21st Century technology and equipment so performance is at a maximum

Evaluation Data Source(s) 4: Scheduled rotations to the technology lab

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide training to employees on appropriate use of digital tools.		Technology Instructional Specialists	Staff members will use digital tools appropriately on and off campus.	80%	90%	90%	
	Problem Statements: School Processes & Programs 2						

= Accomplished = Continue/Modify = No Progress = Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Students are lacking in 21st century computer skills **Root Cause 2**: There is a lack of technology resources and time for students to do more than istation and iready.

Goal 2: Williamson Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 1: Increase success rate of students achieving college and career readiness indicators

Evaluation Data Source(s) 1: Increased college and career incorporated activities

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 1) Interventions will be provided for students to reach Advanced level on STAAR assessments.		Principal Curriculum Instructional Coaches Classroom Teachers	Increased number of students who are identified as being career and college ready.	50%	65%	95%	
2) After school tutorials will be provided for students who are within reach of Advanced level on STAAR assessments.		Principal Curriculum Instructional Coaches Classroom Teachers	Increased number of students who are identified as being career and college ready.	50%	65%	90%	

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 2: Williamson Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 2: Host a college, military and/or career fair for K-5.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Expose students to various post high school options including military, collage and career choices through a career fair that includes military and trade careers.		Counselor social studies teachers		50%	80%	80%	
	Problem Statements: School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 2: Williamson Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 3: Each grade level will select college to represent them and will display that college as their banner.

Evaluation Data Source(s) 3: Increased college and career incorporated activities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 1) Students will be encouraged to wear college shirts on the last Friday of each month to promote their grade level college.				50%	65%	95%	→
2) Students will research their team college and know common facts about the college.		homeroom teacher specials teachers		50%	65%	80%	→
	Problem Statements: School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 3: Williamson Elementary will ensure student growth in the tested areas.

Performance Objective 1: Meet or exceed the state average in all tested areas

Evaluation Data Source(s) 1: Campus, District, and State assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Assess all students and review data to identify and set personal learning goals to ensure academic success. Monitor special education students monthly with progress towards learning goal.	2.4	Administrators, Curriculum Instructional Coaches, and Classroom Teachers can monitor student data after each campus administration and monthly checks for Special education progress.	Increased academic performance for all students with increase of 5% for SPED population.	60%	75%	90%	
	Problem Statements: School Processes & Programs 1						
2) Schedule tutorials after school for students in 3rd-5th grades.	2.4	Administrators, Curriculum Instructional Coaches, and Classroom Teachers	Improved student academic performance.	80%	90%	100%	
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
3) Implement Response to Intervention for At-Risk students who are not performing on grade level.	2.4, 2.6	Administrators, RTI Team, Curriculum Instructional Coaches, and Classroom Teachers	Improved student academic performance for At-Risk students by 5%.	60%	80%	95%	
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
4) Provide instructional resources and materials for special education students.	2.4, 2.6	Administrators, Resource Teachers	Increased academic performance among the campus SPED population	55%	70%	90%	
	Problem Statements: School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause 1**: A gap in the curriculum from lower grades to upper grades
Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 3: Williamson Elementary will ensure student growth in the tested areas.

Performance Objective 2: Provide instructional support and high quality curriculum and resources

Evaluation Data Source(s) 2: Increase teacher capacity; observations/power walks; classroom data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Implement STAAR strategies for all students in all grade levels in all subjects.	2.4, 2.5	Administrators, Curriculum Instructional Coaches, Classroom Teachers	Improved student performance campus-wide with a 5% increase on assessments.	50%	65%	90%	
	Problem Statements: School Processes & Programs 1						
2) Co-teach for all special education students identified as needing this support in grades K-5th.	2.4, 2.6	Administrators, Counselor, Resource Teachers, Classroom Teachers	Increased academic performance among the campus SPED population by 5%.	55%	70%	85%	
	Problem Statements: School Processes & Programs 1						
3) Weekly grade level planning for PK-5th grade teachers to ensure the academic success for all students.	2.4	Curriculum Instructional Coaches, Grade level chairpersons, Classroom Teachers	Improved classroom instruction and improved student academic performance by 5%.	70%	80%	90%	
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) Assess all students and monitor progress in each subject with district assessments based on the district testing calendar.	2.4, 2.5	Administrators, Curriculum Instructional Coaches, Classroom Teachers	Increased passing rate and advances rates on district assessments by 5%.	55%	75%	90%	→
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 - Perceptions 5 **Funding Sources**: 199 - Local - 10420.00						
5) Assess fluency three times a year with fluency probes in grades K-2.		RTI Team, Curriculum Instructional Coaches, Classroom Teachers	Increased fluency rates resulting in improved comprehension skills.	60%	75%	95%	→
	Problem Statements: School Processes & Programs 1						
6) Implement higher level questioning in the classroom.		Curriculum Instructional Coaches, Classroom Teachers	Increased level of critical thinking skills.	50%	70%	85%	→
	Problem Statements: School Processes & Programs 1						
7) Provide resources that supplement instruction in the classroom that are highly rigorous. Materials such as Mentoring Minds, Word Tiles, Leveled Books, etc.		Administrators, Curriculum Instructional Coaches	Increased student achievement.	60%	75%	90%	→
8) Provide resources for Dual Language classrooms to supplement instruction.		Administrators, Curriculum Instructional Coaches	Increased student achievement in Dual Language/Bilingual programs.	55%	65%	85%	→
	Problem Statements: School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause 1**: A gap in the curriculum from lower grades to upper grades

Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs

Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Perceptions

Problem Statement 5: Parents are not keeping up with student grades and/or attendance through Skyward. **Root Cause 5**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 3: Williamson Elementary will ensure student growth in the tested areas.

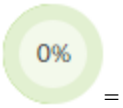
Performance Objective 3: Build instructional capacity through coaching, professional development, and academies

Evaluation Data Source(s) 3: Increase teacher capacity; walk-through, observations; coaching cycle notes; Eduphoria Strive - professional development opportunities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide classroom coaching support to teachers 2.5 days/week by the CICs.		Curriculum Instructional Coaches, Classroom Teachers	Improved classroom instruction resulting in improved student performance.	60%	75%	90%	
	Problem Statements: School Processes & Programs 1						
2) Support teachers in planning effective lessons that are high in rigor.		Curriculum Instructional Coaches	Improved classroom instruction resulting in improved student performance.	70%	85%	90%	
	Problem Statements: School Processes & Programs 1						
3) Provide weekly leadership training for Curriculum Instructional Coaches.		Administrators	Improved leadership skills in Curriculum Instructional Coaches.	55%	65%	90%	
	Problem Statements: School Processes & Programs 1						
4) Provide weekly staff development training sessions for teaching staff.		Administrators	Improved teaching strategies and methods resulting in improved student academic achievement.	60%	75%	100%	
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 **Funding Sources**: 199 - Local - 2000.00						
5) Attend academies offered by district Curriculum & Instruction department.		Administrators	Improved teaching methods.	60%	75%	85%	
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause 1**: A gap in the curriculum from lower grades to upper grades
Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment
Problem Statement 2: Students are lacking in 21st century computer skills **Root Cause 2**: There is a lack of technology resources and time for students to do more than istation and iready.

Goal 3: Williamson Elementary will ensure student growth in the tested areas.

Performance Objective 4: Provide technology support to all tested areas

Evaluation Data Source(s) 4: Increased academic performance on district and state assessment, technology program usage

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will complete technology proficiencies.		TIS, Classroom Teachers, Librarian	Completed proficiencies.	50%	60%	90%	→
	Problem Statements: School Processes & Programs 2						
2) Students will participate in district Multimedia Festival.		TIS, Classroom Teachers, Librarian	Increased student participation.	50%	90%	90%	→
	Problem Statements: School Processes & Programs 2						
3) Students will utilize iStation and Think Through Math programs.		Curriculum Instructional Coaches, Classroom Teachers	Increased student performance.	55%	70%	80%	→
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1, 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

School Processes & Programs
Problem Statement 2: Students are lacking in 21st century computer skills **Root Cause 2**: There is a lack of technology resources and time for students to do more than istation and iready.

Goal 4: Williamson Elementary will provide competitions for enrichment. All secondary students will be able to select electives in their interest area.

Performance Objective 1: Offer multiple enrichment and extra-curricular opportunities available for students

Evaluation Data Source(s) 1: Activity sign-in sheets, flyers

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will participate in a play/program at monthly PTA meetings.		Specials Teachers	Increased parent involvement; foster a love for the fine arts in students.	55%	75%	85%	→
	Problem Statements: School Processes & Programs 1 - Perceptions 3, 7						
2) Offer Boys/Girls club.		Program Sponsors	Increase self-esteem and confidence leading to higher academics.	70%	85%	90%	→
	Problem Statements: School Processes & Programs 1						
3) Providing well rounded educational opportunities for students to excel outside of the classroom in campus-sponsored events including: spelling bee, geography bee, poetry and pose, rodeo art, honor choir, boys and girls club, National Elementary Honor Society, robotics club and fast on facts.	2.5	Corresponding Program Sponsors	Student participation will decrease office referrals by 5%.	65%	75%	90%	→
	Problem Statements: School Processes & Programs 1						
4) Participate in Academic Decathlon.		Going for the Gold Sponsors	Increased higher order thinking and problem solving skills.	60%	60%	70%	→
	Problem Statements: School Processes & Programs 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Perceptions

Problem Statement 3: Parents are not involved with campus activities, despite availability. **Root Cause 3**: There is a major deficiency in parental involvement in correlation with student achievement.

Problem Statement 7: There is a lack of communication between parents and the campus. **Root Cause 7**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 4: Williamson Elementary will provide competitions for enrichment. All secondary students will be able to select electives in their interest area.

Performance Objective 2: Provide all elementary students with PE, Music, and Art weekly

Evaluation Data Source(s) 2: Schedules

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will attend PE, Music, Library, Art, and Computer Lab once a week.		Campus Administrators	Students will foster a love for the arts.	60%	80%	80%	
	Problem Statements: School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 4: Williamson Elementary will provide competitions for enrichment. All secondary students will be able to select electives in their interest area.

Performance Objective 3: Offer a wide variety of extracurricular student clubs

Evaluation Data Source(s) 3: Flyers, sign-in sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Offer Dance Club		Dance Club Sponsor	Students will foster a love for dance and competition.	55%	80%	95%	
2) Offer Boys/Girls club.		Club Sponsors	Increased self-esteem and confidence leading to higher academics.	65%	75%	95%	
3) Offer Choir Club		Music Teacher	Students will foster a love for music.	65%	75%	85%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: Williamson Elementary will provide competitions for enrichment. All secondary students will be able to select electives in their interest area.

Performance Objective 4: Introduce students to fitness and life activities through physical education courses and programs

Evaluation Data Source(s) 4: PE and recess schedule

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Offer Dance Team		Dance Team Sponsor	Students will foster a love of exercise and fitness through dance.	55%	80%	90%	
	Problem Statements: School Processes & Programs 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 5: Williamson Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 1: Enhance the relationship between the district and its partners

Evaluation Data Source(s) 1: Community meetings, flyers, ETC

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 1) Campus will positively represent the district with all community and business partners.		Administrators	Increased positive interactions and relationships with community business partners.	75%	85%	85%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: Williamson Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 2: Ensure 100% of campuses provide parental involvement opportunities

Evaluation Data Source(s) 2: Newsletters, flyers

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Offer a beginning of the year parent night for students in every grade level in order to meet the teacher.	3.1, 3.2	Administrators	Increased positive relationship between parents and school.	85%	95%	95%	→
	Problem Statements: Perceptions 4, 7						
2) Offer Open House to share STAAR results, school compact and Title I requirements.		Administrators	Increased parental involvement; build positive relationship between school and parents.	80%	90%	100%	100%
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 - Perceptions 3, 7						
3) Parents will serve on CPAC committee.		Administrators	Increased parental involvement with decision-making on the campus.	80%	85%	85%	→
	Problem Statements: Perceptions 3						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause 1**: A gap in the curriculum from lower grades to upper grades
Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Perceptions
Problem Statement 3: Parents are not involved with campus activities, despite availability. **Root Cause 3**: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 4: Parents do not receive sufficient information regarding involvement opportunities on campus. **Root Cause 4**: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 7: There is a lack of communication between parents and the campus. **Root Cause 7**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 5: Williamson Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 3: Provide multiple communication channels with parents, students and the community

Evaluation Data Source(s) 3: Newsletters, Blackboard, flyers

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Newsletters are emailed to parents each Monday and printed and sent home in Weekly Folders each Monday.	3.1, 3.2	Principal	Email ensures delivery to each parent who has access to emails; printed copy is sent home in case parents do not have access to emails. Increased parental involvement	85%	95%	95%	→
	Problem Statements: Perceptions 7						
2) Monthly events are posted on marquee.		Principal	Increased knowledge of events for parents and community members.	90%	70%	90%	→
	Problem Statements: Perceptions 4						
3) Mass phone calls and emails to parents for important events or incidents have occurred.		Principal	Increased knowledge of events and incidents that may effect the students.	65%	85%	90%	→
	Problem Statements: Perceptions 3, 4, 7						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: Parents are not involved with campus activities, despite availability. **Root Cause 3**: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 4: Parents do not receive sufficient information regarding involvement opportunities on campus. **Root Cause 4**: There is a major deficiency in parental involvement in correlation with student achievement.

Perceptions

Problem Statement 7: There is a lack of communication between parents and the campus. **Root Cause 7**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 5: Williamson Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 4: Maintain compliance with all Title I Parent Involvement requirements

Evaluation Data Source(s) 4: Parent meetings, Newsletters, flyers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Create and implement Title I Parent Compact.	3.1, 3.2	Principal Counselor	Parents are aware of Title I requirements and how the campus plans to meet those requirements.	90%	90%	90%	
	Problem Statements: Perceptions 1, 3, 4, 5, 6, 7						
2) Host Parent Involvement meeting.	3.1, 3.2	Principal Counselor	Increased parental involvement.	85%	85%	85%	
	Problem Statements: Perceptions 4						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Parents are not familiar with the campus counselor. **Root Cause 1**: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 3: Parents are not involved with campus activities, despite availability. **Root Cause 3**: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 4: Parents do not receive sufficient information regarding involvement opportunities on campus. **Root Cause 4**: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 5: Parents are not keeping up with student grades and/or attendance through Skyward. **Root Cause 5**: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 6: Parents are unaware as to how school funds are used to improve student achievement. **Root Cause 6**: There is a major deficiency in parental involvement in correlation with student achievement.

Perceptions

Problem Statement 7: There is a lack of communication between parents and the campus. **Root Cause 7**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 5: Williamson Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 5: Create a system to monitor our business partners.

Evaluation Data Source(s) 5: Spreadsheet

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Create and maintain a spreadsheet on all business partnerships.		Principal	Increased relationships with business partners.	80%	90%	90%	→
	Problem Statements: Perceptions 4						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 4: Parents do not receive sufficient information regarding involvement opportunities on campus. **Root Cause 4**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 6: Williamson Elementary will ensure high quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention.

Evaluation Data Source(s) 1: Agenda
Sign-in Sheets
Grade Level Planning Meeting
Vertical Team Meetings
Power-Walks/Observations (formal/informal)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Weekly staff development training sessions for all teaching staff.		Principal	Increased knowledge and skills for teachers, resulting in student academic achievement.	90%	95%	100%	→
	Problem Statements: School Processes & Programs 1						
2) Weekly grade level meetings.		Curriculum Instructional Coaches	Increased knowledge in lesson planning, resulting in more effective instruction in the classroom.	90%	90%	90%	→
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause 1**: A gap in the curriculum from lower grades to upper grades
Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs

Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 6: Williamson Elementary will ensure high quality staff is employed.

Performance Objective 2: Provide enhanced leadership development for employees

Evaluation Data Source(s) 2: Agenda
Sign-in Sheets
Grade Level Planning Meeting
Vertical Team Meetings
Power-Walks/Observations (formal/informal)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Weekly leadership development training sessions for Curriculum Instructional Coaches.		Principal	Increased development of leaders on the campus.	90%	90%	90%	→
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
2) Leadership development opportunities for Assistant Principal.		Principal	Increased leadership development in Assistant Principal; mentoring/preparing him for principal role.	90%	90%	90%	→
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause 1**: A gap in the curriculum from lower grades to upper grades
Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

School Processes & Programs

Problem Statement 2: Students are lacking in 21st century computer skills **Root Cause 2**: There is a lack of technology resources and time for students to do more than istation and iready.

Goal 6: Williamson Elementary will ensure high quality staff is employed.

Performance Objective 3: Create an onboarding process to introduce new staff to District culture, goals, and programs.

Evaluation Data Source(s) 3: Agenda, sign-in sheets; increase staff performance

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Beginning of year training for new employees.		Administrators	Increased knowledge of district and campus culture, goals, and programs.	90%	90%	90%	
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause 1**: A gap in the curriculum from lower grades to upper grades
Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment
Problem Statement 2: Students are lacking in 21st century computer skills **Root Cause 2**: There is a lack of technology resources and time for students to do more than istation and iready.

Goal 6: Williamson Elementary will ensure high quality staff is employed.

Performance Objective 4: Recruit and retain highly qualified staff

Evaluation Data Source(s) 4: Increase staff morale and capacity; survey

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Attend job fairs to recruit highly qualified teachers.		Administrators	Attendance at job fairs; recruitment of highly qualified staff members.	50%	55%	80%	
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause 1**: A gap in the curriculum from lower grades to upper grades
Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 7: Williamson Elementary will provide superior operational services to best support students and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

Evaluation Data Source(s) 1: Logs
Reports
Work Orders
Emails
Eduphoria

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Adhere to capitol outlay 5-year plan.		Administrators	Well-kept building that is safe and secure.	70%	80%	85%	
	Problem Statements: School Processes & Programs 2						
2) Report in a timely manner any equipment that is in need of repair.		Administrators	Well-kept building that is safe and secure.	70%	80%	85%	
	Problem Statements: School Processes & Programs 1						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment
Problem Statement 2: Students are lacking in 21st century computer skills **Root Cause 2**: There is a lack of technology resources and time for students to do more than istation and iready.

Goal 7: Williamson Elementary will provide superior operational services to best support students and staff success.

Performance Objective 2: Achieve high stakeholder satisfaction by providing excellent customer service to both internal and external stakeholders.

Evaluation Data Source(s) 2: Parent/Community survey

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Train office staff on exceptional customer service.		Principal	Higher level of customer service in the front office.	75%	75%	80%	→
	Problem Statements: Perceptions 7						
2) Train teaching staff on how to communicate effectively with parents.		Principal	Higher customer service satisfaction by parents and community members.	80%	90%	95%	→
	Problem Statements: Perceptions 7						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 7: There is a lack of communication between parents and the campus. **Root Cause 7**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 7: Williamson Elementary will provide superior operational services to best support students and staff success.

Performance Objective 3: Ensure an efficient and effective use of District resources, in order to best support students and staff.

Evaluation Data Source(s) 3: increase student performance; course performance; assessment performance

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All funds will be verified by the financial clerk or administrator, secured and deposited.		Principal	No fiscal procedure irregularities.	100%	100%	100%	100%
	Problem Statements: School Processes & Programs 1 - Perceptions 6						
2) Review budget at CPAC meeting with all stakeholders.		Principal	Minutes from meetings.	90%	90%	90%	→
	Problem Statements: School Processes & Programs 1 - Perceptions 4, 6, 7						
3) All staff members will be trained and authorized to collect, handle, and deposit money. Access to funds will be restricted to only those authorized and accountable for handling funds.		Principal	No procedural errors involving money handling.	85%	100%	100%	→
	Problem Statements: School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Perceptions
Problem Statement 4: Parents do not receive sufficient information regarding involvement opportunities on campus. **Root Cause 4**: There is a major deficiency in parental involvement in correlation with student achievement.

Perceptions
Problem Statement 6: Parents are unaware as to how school funds are used to improve student achievement. **Root Cause 6**: There is a major deficiency in parental involvement in correlation with student achievement.
Problem Statement 7: There is a lack of communication between parents and the campus. **Root Cause 7**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 8: Williamson Elementary will provide sound, effective, and intensive Science and Writing instruction to primary/non-tested grade levels in order to ensure a stronger foundation and success for students when taking writing and science assessments.

Performance Objective 1: A Masters Club will be establish for our Asian population and other subgroups to support mastery and promote student success from meets to masters.

Evaluation Data Source(s) 1: D.A.
S.T.A.A.R.
Teacher-Generated Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Establish a club to ensure academic success for the Asian populations and other subgroups.		Principal	Increase academic performance by subgroups	60%	70%	80%	→
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 4th Grade Writing scores need improvement in approaches, meets and masters **Root Cause 1**: A gap in the curriculum from lower grades to upper grades
Problem Statement 2: 3rd grade math scores need improvement in approaches, meets, and, masters. **Root Cause 2**: A gap in the curriculum from lower grades to upper grades.

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 9: Williamson Elementary will have a 97% or higher staff attendance rate.

Performance Objective 1: Attendance committee will assist to ensure students and parents understand the importance of attending school regularly when calling parents of absent students

Evaluation Data Source(s) 1: Increase student attendance on PEIMS reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Input attendance goals in STRIVE.		Principal	Increased teacher attendance	55%	65%	80%	
	Problem Statements: School Processes & Programs 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 9: Williamson Elementary will have a 97% or higher staff attendance rate.

Performance Objective 2: Implement recognition strategies and incentives to increase staff and student attendance by actively monitoring on a weekly and monthly bias

Evaluation Data Source(s) 2: Increased staff and student attendance on PEIMS reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Staff will be recognized during announcements weekly and rewarded during faculty meetings for monthly attendance.		Principal	Increased staff attendance	75%	80%	90%	→
	Problem Statements: School Processes & Programs 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There are large gaps, in lower grades, in what students are expected to achieve from one grade to another **Root Cause 1**: Curriculum and instruction needs more vertically alignment

Goal 10: Williamson Elementary will ensure 70% of students are eating breakfast at school.

Performance Objective 1: Breakfast will be delivered to the classrooms and teachers will assist with distribution

Evaluation Data Source(s) 1: Classroom rosters will be checked and updated to demonstrate accurate percentages

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Each morning students will have access to breakfast in the classroom until the lunch time.		Teacher	All students are fed and fulfilled in order to embraced the learning process.	75%	75%	85%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 11: Williamson Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,749.00 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage to 97% or higher for the 2nd 6 Weeks Period.

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) After reviewing data, provide bi-weekly incentives to students with perfect attendance.		Coleman/Attendance Committee N. Sapp HR teachers	We are expecting students to strive to reach this goal. If a student it close to ten days of attendance then they may be less likely to miss for frivolous reasons.	50%	65%	90%	
	Problem Statements: Demographics 1, 2 **Funding Sources**: 199 - Attendance Incentive Allocation - 100.00						
2) Homeroom teacher will put a letter up in the hallway each day of 100% attendance that spells ATTEND@Williamson for a class celebration.		Coleman/Attendance Committee HR teachers	Competition among homerooms, peer accountability, increased attendance.	60%	75%	85%	
	Funding Sources: 199 - Attendance Incentive Allocation - 300.00						
3) Grade level Attendance Stick (spirit stick) to be passed each Monday to HR with highest weekly average.		Coleman/Attendance Committee HR teachers	Competition between homerooms, peer accountability, increased attendance.	60%	75%	85%	
4) After reviewing data, celebration for all students with perfect (improved from Target List generated by Raa Wee and Skyward) attendance for each 6 weeks.		Coleman/Attendance Committee	We are expecting students to strive to reach this goal. If a student it close to 6 weeks of attendance then they may be less likely to miss for frivolous reasons	55%	75%	90%	
	Problem Statements: Demographics 4, 5 **Funding Sources**: 199 - Attendance Incentive Allocation - 439.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Kick-Off ATTEND@Williamson: Specify attendance goals to parents and students at Open House and meet with pre-K parents to explain the importance of daily attendance. Provide attendance guidelines handout. Keep handout in front office to give to parents who pick their children up before 9:30 a.m.		Coleman/Attendance Committee Teachers Administration	Knowledge will lead to changed behavior.	65%	70%	75%	→
	Problem Statements: Demographics 4						
6) Send home hand written thank you notes to parents of students with perfect attendance for the 6 weeks.		Coleman/Attendance Committee Administration	Parents will like being recognized and appreciated and will strive for perfect attendance again.	60%	70%	80%	→
	Problem Statements: Demographics 4 **Funding Sources**: 199 - Attendance Incentive Allocation - 50.00						
7) Provide monthly incentives to Pre-K and kinder students with perfect attendance.		Coleman/Attendance Committee Pre-K teachers	Students and parents will enjoy incentive and strive for perfect attendance again.	60%	70%	90%	→
	Problem Statements: Demographics 4 **Funding Sources**: 199 - Attendance Incentive Allocation - 100.00						
8) After reviewing data, provide incentives to all target students who have a 50% increase in attendance since being identified for the target group.		Coleman/Attendance Committee N .Sapp Administration	student to attempt to increase in attendance to meet goal.	55%	70%	95%	→
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Attendance Incentive Allocation - 300.00						
9) Use School Status to call parents of students not present by 8:00.		Coleman Homeroom teachers Specials teachers	Parents feel accountable for getting students to school.	60%	80%	80%	→
	Problem Statements: Demographics 1 - Perceptions 7						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: We will work to resolve the disparity in campus attendance rates. **Root Cause 1**: Lack of parental accountability/urgency in ensuring that students are present and on time.

Problem Statement 2: We will work to enhance the academic proficiency of the sub populated groups. **Root Cause 2**: The sub populated group make up the majority of the campus's mobility rate, causing a barrier when working consistently with closing academic gaps.

Problem Statement 4: Pre-K attendance negatively impacts overall attendance **Root Cause 4**: The short day sometimes discourages parents from being students if scheduling is difficult

Problem Statement 5: Attendance is lower during holiday season **Root Cause 5**: Families travel or take children out for family holiday functions

Perceptions

Problem Statement 7: There is a lack of communication between parents and the campus. **Root Cause 7**: There is a major deficiency in parental involvement in correlation with student achievement.

Goal 11: Williamson Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,749.00 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage to 97% or higher for the 3rd 6 Weeks Period.

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Parent Conference with students below 90% attendance		J. Sutton A. Chatman J. Trotti	Parents to better understand the dangers of poor attendance and get their children to school.	65%	80%	90%	
	Problem Statements: Demographics 3						
2) Perfect attendance sock hop and prize drawings for students with semester perfect attendance/improved attendance for students on the target list.		Coleman/Attendance Committee Teachers N. Sapp Administration	Students will strive for semester log perfect attendance to achieve the incentives .	65%	70%	90%	
	Problem Statements: Demographics 3 **Funding Sources**: 199 - Attendance Incentive Allocation - 150.00						
3) Encourage proper hand washing school wide with reminders over the PA system.		Coleman/Attendance Committee Teachers N. Sapp Administration	We expect to have fewer viral related illnesses keep our students out of school.	65%	75%	80%	
	Problem Statements: Demographics 3						
4) Have classroom tables and other high touch surfaces routinely sanitized.		Administration Teachers Custodial Staff	We expect to have fewer viral related illnesses keep our students out of school.	60%	70%	90%	
	Problem Statements: Demographics 3						
5) Teach proper hygiene and etiquette for coughing/sneezing		Teachers School Nurse	We expect to have fewer viral related illnesses keep our students out of school.	65%	80%	85%	
	Problem Statements: Demographics 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) Display posters that encourage and remind students how to stay healthy		Coleman/Attendance Committee Teachers School Nurse	We expect to have fewer viral related illnesses keep our students out of school.	75%	85%	90%	→
	Problem Statements: Demographics 3						
7) Play attendance song from Attendance Works every morning as students enter the building 7:15.		Administration Coleman	We expect the song to set an atmosphere of pride and being happy to come to school.	55%	90%	90%	→
	Problem Statements: Demographics 3						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Student attendance drops the 3rd six weeks **Root Cause 3**: Cold and flu season

Goal 11: Williamson Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,749.00 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage to 97% or higher for the 4th 6 Weeks Period.

Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide pizza coupons (gift cards) for students on target list who have shown 25% growth during the 1st semester.		Coleman/Attendance Committee Teachers N. Sapp	Expect target students to improve attendance	10%	15%	65%	→
	Problem Statements: Demographics 7 **Funding Sources**: 199 - Attendance Incentive Allocation - 100.00						
2) Provide ATTEND@Williamson t-shirts to students with perfect attendance for the first semester.		Coleman/Attendance Committee Teachers N. Sapp		5%	15%	60%	→
	Problem Statements: Demographics 1						
3) Schedule a 100% school wide attendance goal periodically. If reached we celebrate with a Perfectly Purple day, allowing an ALL purple dress day -- purple hair, purple face paint etc. or pie in an administrator's face.		Coleman/Attendance Committee N. Sapp Administration		5%	30%	65%	→
	Problem Statements: Demographics 7						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We will work to resolve the disparity in campus attendance rates. **Root Cause 1**: Lack of parental accountability/urgency in ensuring that students are present and on time.

Demographics
Problem Statement 7: Attendance drops the 2nd semester **Root Cause 7**: Cold/inclement weather negatively impacts attendance

Goal 11: Williamson Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,749.00 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage to 97% or higher for the 5th 6 Weeks Period.

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide Peter Piper coupons for students on target list who have 3 or less absences the 4th 6 weeks.		Coleman/Attendance Committee Teachers N. Sapp Administration		5%	15%	60%	→
	Problem Statements: Demographics 5, 7						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 5: Attendance is lower during holiday season **Root Cause 5**: Families travel or take children out for family holiday functions
Problem Statement 7: Attendance drops the 2nd semester **Root Cause 7**: Cold/inclement weather negatively impacts attendance

Goal 11: Williamson Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2,749.00 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage to 97% or higher for the 6th 6 Weeks Period.

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Increase cooperative learning projects in the classroom; class activities tat compel students to come to school		Coleman/Attendance Committee Teachers		30%	45%	75%	→
	Problem Statements: Demographics 6						
2) School wide attendance tournament. Top class(es) attend celebration field trip				10%	30%	60%	→
	Problem Statements: Demographics 6 **Funding Sources**: 199 - Attendance Incentive Allocation - 1250.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 6: Student attendance declines the last 6 weeks **Root Cause 6**: Stamina becomes a problem and parents feel testing is over

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Assess all students and review data to identify and set personal learning goals to ensure academic success. Monitor special education students monthly with progress towards learning goal.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our campus met on **April 15th** to begin our CNA process. Four committees were established and met individually before **May 3, 2019**. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules). Each team listed strengths and concerns/weaknesses. We discussed each concern/weakness and deleted any items that were out of campus control and focused on one or two that we could make our goals for 2019-2020. Each team then wrote a problem statement and identified root causes. Based on our CNA, our 3 areas of focus will be:

1. Increased Attendance

2. Academic Rigor and Relevance

3. Differentiated Instruction

Persons listed below were split between 4 committees and served in the CNA process.

Name	Position	Email	Role
Jonathan Sutton	Principal	jsutton@galenaparkisd.com	Administrator
Alysia Chatman	Assistant Principal	achatman@galenaparkisd.com	Administrator
Julie Trotti	Counselor	jtrotti@galenaparkisd.com	counselor
Mary Coleman	Science Lab Teacher	mcoleman@galenaparkisd.com	Classroom Teacher
Oliver Perrett	instructor	operrett@galenaparkisd.com	Classroom Teacher
Samantha Sosa	Principal Secretary	ssosa@galenaparkisd.com	Paraprofessional
Sharon Amador	teacher	samador@galenaparkisd.com	Classroom Teacher
Cassandra Nieto	5th Grade teacher	cnieto@galenaparkisd.com	Classroom Teacher
Ashley Colbert	4th grade teacher	acolbert@galenaparkisd.com	Classroom Teacher
Rhonda Wright	3rd grade teacher	rwright@galenaparkisd.com	Classroom Teacher
Raquel Bolds	2nd grade teacher	rbolds@galenaparkisd.com	Classroom Teacher
Maria Milan	1st grade teacher	mmilan@galenaparkisd.com	Classroom Teacher

Name	Position	Email	Role
Dawn Cazenave	Kinder teacher	dcazenave1@galenaparkisd.com	Classroom Teacher
Lawrence Simmons	Parent	law.simmons@hotmail.com	Parent
Bernadette Booker	instructor	bbooker@galenaparkisd.com	Classroom Teacher
Kenya Coffey	instructor	kcoffey@galenaparkisd.com	Classroom Teacher
Eva Puga	instructor	epugavera@galenaparkisd.com	Classroom Teacher
Livia Callahan		lcallahan@galenaparkisd.com	District-level Professional
Dorsey Cazenave	Sped Teacher	dcazenave@galenaparkisd.com	Classroom Teacher
Latosha Farley	Sped teacher	lfarley@galenaparkisd.com	Classroom Teacher
Harold Payne	Community Pastor	church@truthbm.org	Community Representative
LaTasha Foster	2nd grade teacher	lfoster@galenaparkisd.com	Classroom Teacher
Corienne Perkins	parent	cjhopes2013@gmail.com	Parent
Barbara Terry	3rd grade teacher	bjohnsonedwards@galenaparkisd.com	Classroom Teacher

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Name	Position	Email	Role
Jonathan Sutton	Principal	jsutton@galenaparkisd.com	Administrator
Alysia Chatman	Assistant Principal	achatman@galenaparkisd.com	Administrator
Julie Trotti	Counselor	jtrotti@galenaparkisd.com	counselor
Mary Coleman	Science Lab Teacher	mcoleman@galenaparkisd.com	Classroom Teacher
Oliver Perrett	instructor	operrett@galenaparkisd.com	Classroom Teacher
Samantha Sosa	Principal Secretary	ssosa@galenaparkisd.com	Paraprofessional
Sharon Amador	teacher	samador@galenaparkisd.com	Classroom Teacher
Cassandra Nieto	5th Grade teacher	cnieto@galenaparkisd.com	Classroom Teacher
Ashley Colbert	4th grade teacher	acolbert@galenaparkisd.com	Classroom Teacher
Rhonda Wright	3rd grade teacher	rwright@galenaparkisd.com	Classroom Teacher
Raquel Bolds	2nd grade teacher	rbolds@galenaparkisd.com	Classroom Teacher
Maria Milan	1st grade teacher	mmilan@galenaparkisd.com	Classroom Teacher

Name	Position	Email	Role
Dawn Cazenave	Kinder teacher	dcazenave1@galenaparkisd.com	Classroom Teacher
Lawrence Simmons	Parent	law.simmons@hotmail.com	Parent
Bernadette Booker	instructor	bbooker@galenaparkisd.com	Classroom Teacher
Kenya Coffey	instructor	kcoffey@galenaparkisd.com	Classroom Teacher
Eva Puga	instructor	epugavera@galenaparkisd.com	Classroom Teacher
Livia Callahan		lcallahan@galenaparkisd.com	District-level Professional
Dorsey Cazenave	Sped Teacher	dcazenave@galenaparkisd.com	Classroom Teacher
Latosha Farley	Sped teacher	lfarley@galenaparkisd.com	Classroom Teacher
Harold Payne	Community Pastor	church@truthbm.org	Community Representative
LaTasha Foster	2nd grade teacher	lfoster@galenaparkisd.com	Classroom Teacher
Corienne Perkins	parent	cjhopes2013@gmail.com	Parent
Barbara Terry	3rd grade teacher	bjohnsonedwards@galenaparkisd.com	Classroom Teacher

2.2: Regular monitoring and revision

CPAC meeting dates are **September 19, 2019, November 21, 2019, February 13, 2020,** and **May 21, 2020**, to review monitor and revise the CIP.

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

A copy of our Campus Improvement Plan is available in our front office, the Harris County Public Library, the Williamson Elementary parent handbook, and is posted on our school's web page. It is provided in Spanish and English. Parents were sent a mass communication via text and email of how to access the document.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused high-quality instruction. We provide various opportunities for our students to meet state

standards. The leadership team makes teacher recommendations as to who needs additional professional development to ensure quality student instruction is presented. Our teachers have been trained extensively on guided reading, small group instruction and data driven instruction. We also provide student tutorials for those identified at -risk; our interventionist provides dyslexic services for those identified in need. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselor provides students emotional support and guidance whenever needed. We have plans to increase our parent participation with nutrition and academic sessions. Our Boys and Girls Organization/Club and counselor also offer great social and academic support to our students that participate in it.

2.5: Increased learning time and well-rounded education

We utilize our learning schedule with academics and extra-curricular opportunities. We incorporate an uninterrupted 90 minute block for all students; literacy for K-1. Learning time is respected at Williamson, we try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child, not only in academics but also we work on keeping kids emotional, physically, and socially sound.

Master schedule will be created to ensure "Every Minute Counts" and that at least the minimum required minutes for all content areas are allotted for each class. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After school tutorials and Saturday tutorials will be offered to all students. Students will attend Music, Art, PE, and Library to ensure a well-rounded education to hone and develop their other talents. Extra-curricular activities will be available for students including, but not limited to: boys club, girls club, honor choir, robotics, NASA STEM Club, S3 Competition, National Elementary Honor Society, and UIL Elementary Academic Meet.

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

Many of our students are of low socio-economic means; we are a Title I school. Our students have a variety of needs which make them at-risk learners: Limited English proficient, learning challenges (special education), health concerns, single parent families, retainees and a student mobility rate of 19.3%. Our school counselor does a wonderful job in reaching out to parents whose children are experiencing difficulties. Reading and writing are a focus for our At-risk, SPED, and EL populations. We recognize that some students will struggle in their academics, so we provide in class interventions as well as pull out and push in structures of support. We also provide after school tutorials and Saturday school. We realize students have different strengths/weaknesses and interests, therefore we also offer art, science, music or a sport to capture our students. We provide these extra-curricular activities as they help build students' confidence. We try to empower and validate all students but especially those that struggle with learning.

Attendance and mobility are also a concern as it creates instructional gaps. Our homeless numbers have increased and are above most

elementary schools in Galena Park ISD. It is our goal to minimize the effects of this through the above mentioned supports.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was reviewed and revised by the Parent and Family Engagement Committee.

Name	Role
Dr. Sutton	Principal
A. Chatman	Assistant Princial
J. Trotti	Counselor
McBride	Parent
K. Franklin	Parent
L. Mithell	parent
C. Perkins	Parent
L. Simmns	Parent
Mr. Vera	Parent

The Parent Engagement Policy is distributed electroniclly via email as well as a printed copy being distibuted during parent conferences and at parent

meetings. The policy can also be found in the front office and on the campus website in both English and Spanish. The policy will be reviewed and updated throughout the year.

3.2: Offer flexible number of parent involvement meetings

Parent family engagement meetings will be offered throughout the year on the campus, in classrooms and in the gym, and at Peter Piper Pizza. The PFE committee will meet on the 3rd Thursday of each month at 5pm and the 3rd Friday of each month at 11:30am.

- Title I Annual Meeting: Sept. 19 5:30 p.m. at SJW; Sept. 21 8:30 a.m.
- Jan. 16th 8:30 a.m. at SJW; Jan. 19 5:30 p.m.
- STAAR Parent Info: Oct. 17th 5:30 p.m. at SJW; Feb. 20th 8:00 a.m. at SJW
  School Parent Compact: Discussed at parent conferences through out the year; discussed at Peter Piper Pizza on March 19th at 6:00

p.m.

- Teacher Qualifications: January 16th 6:30 pm; sent in campus newsletters quarterly
- Curriculum Communication: Nov. 21st 5:30 p.m. at SJW; April 16th at 12:00 p.m. SJW

- Veterans Day Recognition: (11:00a.m.)
- Fathers take your children to school (7:00 a.m. - 7:45 a.m.)
- Fall Festival (Saturday 10:00 am. - 2:00 p.m.)
- Volunteer Meeting (morning/afternoon)
- Parent conferences (Varies)
- 21st Century Parent Meetings (after school)

Attendance Committee

Committee Role	Name	Position
Classroom Teacher	Mary Coleman	
Classroom Teacher	Casandra Nieto	teacher
Classroom Teacher	Ashley Colbert	teacher
Classroom Teacher	Rhonda Wright	teacher
Classroom Teacher	Racquell Bolds	teacher
Classroom Teacher	Maria Milan	teacher
Classroom Teacher	Crystal Boykin	teacher

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Alysia Chatman	Assistant Principal
Administrator	Jonathan Sutton	Principal
counselor	Julie Trotti	Counselor
Classroom Teacher	Mary Coleman	Science Lab Teacher
Classroom Teacher	Oliver Perrett	instructor
Paraprofessional	Samantha Sosa	Principal Secretary
Classroom Teacher	Sharon Amador	teacher
Classroom Teacher	Cassandra Nieto	5th Grade teacher
Classroom Teacher	Ashley Colbert	4th grade teacher
Classroom Teacher	Rhonda Wright	3rd grade teacher
Classroom Teacher	Raquel Bolds	2nd grade teacher
Classroom Teacher	Maria Milan	1st grade teacher
Classroom Teacher	Dawn Cazenave	Kinder teacher
Parent	Lawrence Simmons	Parent
Classroom Teacher	Bernadette Booker	instructor
Classroom Teacher	Kenya Coffey	instructor
Classroom Teacher	Eva Puga	instructor
District-level Professional	Livia Callahan	
Classroom Teacher	Dorsey Cazenave	Sped Teacher
Classroom Teacher	Latosha Farley	Sped teacher
Community Representative	Harold Payne	Community Pastor
Classroom Teacher	LaTasha Foster	2nd grade teacher

Committee Role	Name	Position
Parent	Corienne Perkins	parent
Classroom Teacher	Barbara Terry	3rd grade teacher