



Ned E. Williams Elementary 2016-2017

Accountability Rating

Met Standard

Distinction Designations

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness

Dr. Cynthia Wise, Principal

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Longview, TX 75603

903-803-5500

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TEXAS EDUCATION AGENCY
2016 Accountability Summary
 NED E WILLIAMS EL (092903126) - LONGVIEW ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading

DISTINCTION EARNED

Academic Achievement in Mathematics

DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

DISTINCTION EARNED

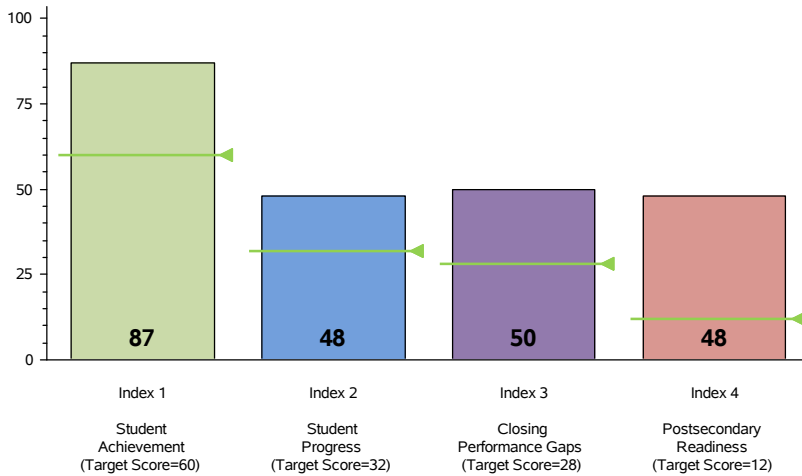
Postsecondary Readiness

DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	558 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	88.2
Percent English Language Learners	30.6
Mobility Rate	24.6

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	450	518	87
2 - Student Progress	475	1,000	48
3 - Closing Performance Gaps	803	1,600	50
4 - Postsecondary Readiness			
STAAR Score	48.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		48

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	18 out of 18 = 100%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	30 out of 30 = 100%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

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Background

The Ned E. Williams Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in AISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-2017 Campus Plan of Action, the Ned Williams Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval. The Board of Trustees provided final approval on _____.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

Campus Composition

Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	247	44.27%	American Indian – Alaskan Native	6	1.08%
Male	311	55.73%	Asian	2	0.36%
			Black – African American	254	45.52%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	1	0.18%
Hispanic-Latino	228	40.86%	White	39	6.99%
			Two-or-More	28	5.02%

Student by Program

Other Student Information

Bilingual	91	16.31%	At-Risk	289	51.79%
English as a Second Language (ESL)	59	10.57%	Economically Disadvantaged	492	88.17%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless	0	0.00%
Free Lunch Participation	473	84.77%	Immigrant	2	0.36%
Reduced Lunch Participation	19	3.40%	Limited English Proficient	171	30.65%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	0	1.48%	Military Connected	0	0.00%
Special Education (SPED)	44	7.89%	Foster Care	0	0.00%
Title I Participation	558	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	15	2.69%	Section 504 (No Section 504 File for 2016)	0	0.00%

Ned E. Williams Elementary

Mission

Mission: The mission of Ned E. Williams Elementary School is to prepare our students to compete in our global society and meeting the pressing educational needs of our children regardless of their learning styles.

*Mission Statement:
Working as a Collaborative Team with
Integrity while developing
Life-Long
Learners; and as we
Improve
Academics through
Motivating ALL
Students to Learn*

Vision

Vision Statement:

- Create a family atmosphere by teaching our students to have pride in their environment, learning to get along with others, and following rules of the family that are acceptable at school.*
- Create an atmosphere of high expectations that foster self-discipline, respect, and quality work is the norm.*
- Uphold zero tolerance for unacceptable behavior and disrespect.*

Vision Continued

- *Foster collaboration and teamwork among all stakeholders building on one another's strengths.*
 - *Diligently seek research-based means to meet the academic needs of each child.*

Nondiscrimination Notice

Ned E. Williams Elementary does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Ned E. Williams Elementary Site Base

Name	Position
Agillar, Angelica	Parent
Bean, Jennifer	READ 180 Teacher
Collins, Sharon	5th Grade Teacher
Flowers, Clara	Curriculum Support
Garlon, Latonya	4th Grade Teacher
Hall, Lynn	Counselor
Harmon, Gregg	Bilingual Teacher
Johnson, Latosha	PK/K Teacher
Kathleen, Simmons	Parent
Lewis, Crysyal	3rd Grade Teacher
Sanchez, Leo	Parent
Walker, Johnny	4th Grade Teacher
Willis, Kalyn	Special Education
Wise, Dr. Cynthia	Principal

Resource Allocations

Resource	Source	Amount
Title I	Federal	\$237,213
Instructional	Local	\$26,940.75
SCE	State	\$254,403

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

10 COMPONENTS OF A TITLE I, PART A SCHOOLWIDE PROGRAM

A schoolwide program shall include the following:

1. A **comprehensive needs assessment** of the school that is based on the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
 - a. Content Standards = Texas Essential Knowledge and Skills (TEKS)
 - b. Achievement Standards = STAAR & TAPR
2. **Schoolwide reform strategies** that:
 - a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b. Use effective methods and instructional strategies that are based on scientifically based research that address the needs of all children:
 - Strengthen the core academic program.
 - Increase the amount and quality of learning time such as providing an extended school year, summer program, and before- and after-school tutoring.
 - Enrich and accelerate the curriculum.
 - Include strategies for meeting the needs of historically underserved populations.
 - Address how the school will determine if such needs have been met.
 - Determine if the strategies are consistent with and designed to implement the District and Campus Improvement Plans.
3. Instruction by **highly qualified teachers and paraprofessionals**.
4. **High-quality and ongoing professional development** for teachers, principals, and paraprofessionals to enable all children to meet the State's student academic achievement standards.
5. **Campuses utilize strategies to attract and retain highly qualified staff**.

6. Strategies to increase **parental involvement**.
 - a. Convene an annual meeting, at a convenient time, to inform parents of their school's participation and to explain the requirements of Title I, Part A and the rights of parents to be involved.
 - b. Involve parents in an organized, on-going, and timely review and improvement of the program.
 - c. Allow for regular and flexible meetings for parents and enable them to give input.
 - d. Offer resources for parents that assist them with their effort to help their children achieve.
 - e. Develop a school-parent compact that outlines how parents, staff, and students share the responsibility for improved academic achievement.
7. **Plans for assisting preschool children transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** that provide information to improve the achievement of individual students or the overall instructional program.
9. **Effective, timely additional assistance** to ensure that students' difficulties are identified and assistance is provided.
10. **Coordination and integration of Federal, State, and local services and programs** including violence prevention programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Every student a learner...Every learner a graduate...Every graduate a success!

TEXAS EDUCATION AGENCY
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Academic Achievement in Mathematics

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Academic Achievement in Science

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Top 25 Percent Student Progress

DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

DISTINCTION EARNED

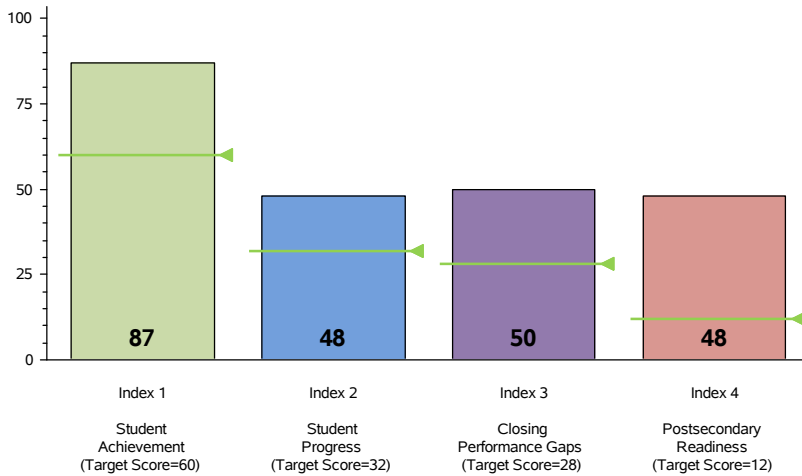
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DISTINCTION EARNED

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System Safeguards

Number and Percentage of Indicators Met

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TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
 NED E WILLIAMS EL (092903126) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y						Y	Y	Y		6	6	100
Mathematics	Y	Y	Y						Y	Y	Y		6	6	100
Writing	Y	Y							Y				3	3	100
Science	Y	Y							Y				3	3	100
Social Studies													0	0	
Total													18	18	100

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	Y	N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	Y	Y	Y		n/a	n/a	n/a	n/a	Y	N	N	n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total **30** **30** **100**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
 NED E WILLIAMS EL (092903126) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	172	92	66	10	*	*	-	*	147	18	55	n/a
Total Tests	199	103	79	11	*	*	-	*	172	25	68	63
% at Level II Satisfactory Standard	86%	89%	84%	91%	*	*	-	*	85%	72%	81%	n/a
Mathematics												
# at Level II Satisfactory Standard	177	92	69	11	*	*	-	*	150	20	58	n/a
Total Tests	199	103	79	11	*	*	-	*	172	25	68	63
% at Level II Satisfactory Standard	89%	89%	87%	100%	*	*	-	*	87%	80%	85%	n/a
Writing												
# at Level II Satisfactory Standard	53	32	17	*	-	-	-	*	43	6	11	n/a
Total Tests	60	34	21	*	-	-	-	*	50	7	15	15
% at Level II Satisfactory Standard	88%	94%	81%	*	-	-	-	*	86%	86%	73%	n/a
Science												
# at Level II Satisfactory Standard	48	23	21	*	*	*	-	-	38	5	19	n/a
Total Tests	60	31	24	*	*	*	-	-	50	10	23	20
% at Level II Satisfactory Standard	80%	74%	88%	*	*	*	-	-	76%	50%	83%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	214	112	80	15	*	*	-	*	186	27	n/a	63
Total Students	214	112	80	15	*	*	-	*	186	27	n/a	63
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	214	112	80	15	*	*	-	*	186	27	n/a	63
Total Students	214	112	80	15	*	*	-	*	186	27	n/a	63
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

What are our Strengths?

The strengths of Ned E. Williams include the following factors:

- Currently class sizes (Grades K, 2, and 3) are beneath both district and state averages, while class sizes (Grades 1, 4, 5) exceed state averages (only slightly).
- Class size averages tends to indicate positive correlation with student achievement.
- Distribution of African American Teacher (52%) and African American Student Enrollment (54%) is commensurate.
- Students with Disciplinary Placements are statistically <1%, while the state average is approximately 2%.
- Rates of students' participation in Special Education are equivalent to both the district and state averages of around 8%.

Demographics Weaknesses

What are our Weaknesses?

- While Hispanic students comprise (approximately) 48% of the student population, and 22% (on average) of students are identified as participants in ELL/Bilingual programs, there is (merely) 6% of faculty identified as Hispanic.
- Mobility Rates moderately exceed the district rate and clearly exceed the state rate.
- Economically disadvantaged students far exceed district and state levels by approximately 30%.

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

- While the rate of Beginning Teachers exceeds district and state averages, the campus average of teachers with 11-20 years experience is far beneath the district and state averages.
- The average of male teachers is moderately less than district and states rates. Consequently, the average of female teachers exceeds district and state rates.
- Under representation of Gifted & Talented Students at NEW occurs, when compared to district and state averages.

Demographics Needs

What are our Needs?

If NEW is to continue along the path of academic success, the following must occur:

- Hispanic teachers need to be recruited to teach in General Education settings.
- Male teachers need to be recruited and retained.
- Retention of teachers, with 11-20 years experience, needs to increase.
- Student retention rates need to decrease (generally) for the campus.

Demographics Summary

Summary

Comprehensive Needs Assessment

Demographics Summary (Continued)

Despite mobility rates and disadvantaged economic factors, low participation of students in ELL, disciplinary placements and Special Education are extremely positive demographic characteristics.

As far as faculty demographics, male teachers should be recruited and retained. In the case of Hispanic students, who do not participate in ELL/Bilingual Programs (31%), increasing the percentage of Hispanic, general education teachers, could prove to beneficially provide support toward the aims of faculty diversity. Furthermore, exploration of variables relating to the lack of retention of teachers (career advancements, moves outside of the district, etc.), who have 11-20 years of experience, should occur.

Regardless of the high student averages of mobility and economically disadvantaged, the positive factor of average class sizes likely attributes to the overall (low-representation) averages of students who: 1) participate in Special Education, 2) are assigned to disciplinary placements, and 3) are “coded” as at-risk. There is ample evidence that (over time) NEW students live (primarily) in impoverished neighborhoods, where there is more transitional housing (apartments, rent houses, multi-families in one household, etc.); and this is greatly a factor contributing to high mobility rates. Even more important, there is academic data that supports the fact that “high” academic performance at NEW tends to exceed any negative variables that exist.

%%

Student Achievement

Student Achievement Strengths

What are our Strengths?

- Increase in the number of students meeting or exceeding State Assessment Passing Standards
- Meet federal No Child Left Behind Act criteria for Adequate Yearly Progress
- Narrow performance gaps between and among student groups on all state assessments
- Maintain Exemplary Status for Exemplary campuses, Match state gain plus 20% for all other campuses on state

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

assessments

- The percentages of students on grade level on Rigby PM Benchmark Test is increasing
- Increase percentage of students identified as developed on TPRI/Tejas LEE
- Increase percentage of students demonstrating at least one year's growth on TELPAS
- The number of students passing the district benchmark assessments percentages are trending upward
- Increase percentage of students passing the Primary Math Inventory
- Increase the average scale score of students identified as GT on state assessment
- Sociological backgrounds of the staff represents a diversity of personnel

Student Achievement Weaknesses

What are our Weaknesses?

- While we experienced an increase in the percentage of commended students, enrichment and instruction must be provided to move more students to commended performance.

Student Achievement Needs

What are our needs?

- Training for teaching minority (African American and low socio-economically disadvantaged)

Student Achievement Summary

Summary

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

The students at our campus are achieving the academic success that is expected and are performing at a high standard. In order for the students to experience continued success and heightened student achievement, we must continue field trips to enrich “culturally relevant” instruction, continue to utilize the Study Island program, training in new STAAR Standards, Brain Pop program(Spanish and English), Margaret Kilgo Standards First Model Training, and training for educating African American/Socio-Economically disadvantaged students.

School Culture and Climate

School Culture and Climate Strengths

What are our Strengths?

- Developed Mission and Vision Statement
- Active Professional Learning Community
- Educational Strategies to teach children of color (Kunjufu)
- Effective monthly collaboration and vertical team alignment meetings among all grade levels
- Data Driven Decisions (Margaret Kilgo Standards 1st Model)

School Culture and Climate Weaknesses

What are our Weaknesses?

- More culturally diverse staff members

Comprehensive Needs Assessment

School Culture and Climate Needs

What are our Needs?

- Mentor program for male and female students
- After school programs that motivate children to learn
- Staff Development on building character for teachers and paraprofessional
- Staff Development on building positive relationships with students and parents
- More staff development on teaching children of color

School Culture and Climate Summary

Summary

Based on the information above, the campus will continue staff development on effective school culture and climate methods, building positive relationships with students, and building character for professionals. As a cohesive campus we will continue to implement the highly effective PLC and vertical alignment meetings to enhance student academic performance using the Kilgo Standards 1st Model to drive instruction. We must continue to stay abreast of the new strategies that are being developed to help enhance student achievement at Ned E. Williams

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

What are our Strengths?

- The ability to recruit Beginning Teachers exceed district and state averages.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

- The ability to retain teachers with 1-10 years of experience equals district and state averages.
- All Staff has received high quality, effective, relevant, and sustained professional development aligned with District goals and performance objectives.
 - Staff demonstrates use of technology tools and resources as a result of competence gained from differentiated staff development program that addresses 21st century skills.
 - Capacity and support for continuous learning is supported through year-long training that addresses teaching and learning accordingly: Informed Research, Collaboration, Content, Context, and Nature of Learning.
 - Data is used to determine the specific learner needs, which accordingly determines the specific training needs of faculty.
 - Highly effective staff works with highest needs students through extended school day tutorials.
 - High needs students are referred for “staff” consultation, including relevant, expert campus faculty and “specialized”, district support staff.
 - Teachers receive immediate appraisal feedback.
 - Professional Learning Communities (PLCs) are an active, effective dimension of the school’s professional culture.
 - Vertical Alignment meetings occur and agendas for the meeting are data driven.
 - Novice Teachers participate in the mentoring program that is provided by ESC 7.
 - Novice teachers are, additionally, assigned campus coaches (by the campus principal).
 - Support is given for Teacher Mentors to model classroom instruction within classrooms of the Novice Teachers
 - Teachers, who attend training, serve as campus trainers through campus in-service, PLCs, and faculty meetings.
 - Teachers (99%) at Ned E. Williams meet TEA standard of Highly-Qualified.
 - Support is given to the development of Teacher Leaders, with shared responsibility of engaging colleagues in consensus of “sound” decision-making.
 - Teacher Leaders participate in the LISD job fair.
 - As teachers seek academic advancements (certifications in counseling, administration, ESL, etc.), there are staff members who possess the necessary credentials to serve as mentors and supervisors.
 - Proactive problem-solving, surrounding the issues of discipline, occurs continuously and systemically.
 - Teachers provide peer lessons modeling based on the aims of TEKS and SEs.
 - Lesson planning and teaching strategies are developed through grade level collaboration.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

What are our Weaknesses?

- Hispanic students comprise (approximately) 48% of the student population, and 22% (on average) of students are identified as participants in ELL/Bilingual programs; yet there is (merely) 6% of faculty identified as Hispanic.
- While the rate of Beginning Teachers exceeds district and state averages, the campus average of teachers, with 11-20 years experience, is far beneath the district and state averages.
- The average of male teachers is moderately less than district and states rates. Consequently, the average of female teachers exceeds district and state rates.
- Greater opportunity for in-service leadership for ELL/Bilingual (certified) teachers, surrounding effective instruction for ELLs, would be beneficial.

Staff Quality, Recruitment and Retention Needs

What are our Needs?

- Hispanic teachers need to be recruited to teach in General Education settings.
- Male teachers need to be recruited and retained.
- Retention of teachers, with 11-20 years experience, needs to increase.

Staff Quality, Recruitment and Retention Summary

Summary

As far as faculty demographics, male teachers should be recruited and retained. In the case of Hispanic students, who do not participate in ELL/Bilingual Programs (31%), increasing the percentage of Hispanic, general education teachers, could

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

prove to beneficially provide support toward the aims of faculty diversity. Furthermore, exploration of variables relating to the lack of retention of teachers (career advancements, moves outside of the district, etc.), who have 11-20 years of experience, should occur. Otherwise the aims of effective staff quality, recruitment and retention are being met at Ned E. Williams Elementary School.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

What are our Strengths?

- Pre-K-5 Campus which strengthens vertical alignment
- Local/State Curriculum that is aligned
- Utilization of the support staff
- Professional Learning Community
- Teachers at the state assessment testing grades are experienced
- A Good Leader/Principal that understands our data, analysis, and staff needs
- Faculty/Staff are inclusive
- A dedicated faculty that meets the needs of all students
- Increased parental involvement

Curriculum, Instruction and Assessment Weaknesses

What are our Weaknesses?

- Increase/Strengthen the connection between the vertical alignment teams to become just as strong as horizontal teams to ensure students are best prepared for the next grade level to obtain academic success through TEK comparison and

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

unpacking the standards.

Curriculum, Instruction and Assessment Needs

What are our needs?

- Brain Pop and Study Island
- Accelerated Reading (AR Program), Updated Read 180 Program, and CARBO Reading Program
- More Classroom computers, CD Roms for all computers, and All computer labs operable
- Audio listening center, Headphones, CD Players w/headphones, and batteries
- Science Lab Teacher and an Additional Instructional Assistant in the Life Skills Classroom
- On-going training in new STAAR standards
- 32 Inch Flat screen TVs in each classroom and wall mounts
- Montessori classroom materials and furniture
- More field trips that broaden the cultural experience of all students
- Motivation Reading and Math, STAAR Master Math, Writing, Reading, and Science, Buckle Down Reading and Math, Measure Up Reading, Math, Science and Writing

Curriculum, Instruction and Assessment Summary

Summary

In order to continue to strengthen our curriculum, instruction, and assessment, we must continue to utilize the Margaret Kilgo Standards First Model to ensure we are teaching at the depth, rigor, and level of complexity needed for students to be successful. We must also ensure our needs listed above are provided and are available to the teachers to supplement

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

the exemplar lessons that are used including the 5E model, and provide the materials and resources needed to differentiate instruction to meet the needs of all learners.

Family and Community Involvement

Family and Community Involvement Strengths

What are our Strengths?

- Ned E. Williams presents (yearly) a highly anticipated, quality Veterans' Day Community Observance Program (emphasizing honoring and involvement of family members of staff and students), with the aims being to teach concepts of citizenry, such as altruism, patriotism, democracy, freedom, etc.
- Ned E. Williams sponsors a yearly career fair with staff and students' family members (and other stakeholders) serving as panelists/presenters.
- The yearly campus volunteer recognition program grows in honorees (yearly), due to the increase in the numbers of volunteers recognized.
- Yearly parent training for Pre-K parents that addresses developmentally appropriate learning.
- Parent training for Bilingual Parents with aims of providing information about effectively supporting language acquisition.
- Yearly **Staff Teaching Adults about Readiness & Rigor (STAAR)** training.
- Identifying and utilizing staff as interpreters, when appropriate.
- Communication sent home in English & Spanish
- School Counselor to serve as contributor to articles of parent communications, which are sent home monthly, with the counselor providing information about healthy family relationships
- Diverse parents serve as active members of the school PTA.
- Parents serve as chaperones during school academic fieldtrips.
- Parent representatives serve as members of the Campus Improvement Team,
- Counselor provides referral and information about agencies, services, etc. that are beneficial to the well-being of

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

students (including students in Special Programs) and families.

- Community stakeholders, including school board members, serve as participants (volunteer readers) whenever yearly literacy initiatives take place.
- Parents receive surveys, which are intentioned to determine the strengths and weaknesses of the school's parental involvement efforts.
- Free, after school, character education program, which is sponsored by a church in the school community, is held on campus (for several consecutive weeks).
- In order to address the issues of hunger, the school participates in the Backpack Program, which distributes food to students each weekend.
- Teachers are encouraged to be contributors to the Backpack Program, and many are.
- Teachers are loyal, United Way contributors.
- Teachers are contributors to the American Heart Association and breast cancer organizations.
- Whenever available, the school counselor, provides low-income parents with uniform vouchers.

Family and Community Involvement Weaknesses

What are our Weaknesses?

- Need more campus parent communications, which are sent home monthly, providing information about healthy family relationships and positive school and home relationships.
- Need to enhance counseling services by improving the counselor's website to include current, relevant information and links that promote the beneficial aims of addressing the physical, social, and emotional needs of students.
- Increase use of parent volunteers for the purpose of on-campus academic support (learning bulletin boards displays, art & music education projects, etc.)

Comprehensive Needs Assessment

Family and Community Involvement Needs

What are our Needs?

- Increase and improved of use of technology, specifically the school website, in order to build parent and community relationships.
- Provide parent volunteer training, in order to effectively utilize campus volunteers.
- In order to connect student's understanding of history and destiny, a celebration honoring Ned E. Williams (the campus' namesake), could be organized.

Family and Community Involvement Summary

Summary

Overall Ned E. Williams is more than adequately addressing the aims of positive, productive family and community involvement.

School Context and Organization

School Context and Organization Strengths

What are our Strengths?

- Collaboration between grade level colleagues
- Communication among grade levels
- Relevant communication with parents
- Dialogue between professionals/paraprofessionals
- Opportunity for input between professionals and administration

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

- Professional growth opportunities for campus and specific grade levels
- Accountability for all stakeholders
- Increase teacher commitment to helping each student to maximize their individual potentials
- Steady increase in PTA membership

School Context and Organization Weaknesses

What are our Weaknesses?

- More parent volunteers.
- Increased student community involvement
- Technology

School Context and Organization Needs

What are our Needs?

- Further encourage students toward self responsibility
- More support from district for individual professional development opportunities
- Parent education opportunities with tangible rewards for parents who attend parent training
- Business cards, postcards, and other stationary for individual teachers/classrooms
- Increase special interest groups, such as choir, art club, student council, student ambassadors, UIL competitors

School Context and Organization Summary

Summary of Findings

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

The findings show that more parent volunteers are needed as well as the development of a bilingual connection committee for parents. There is a need for additional, after school creative arts activities (special interest groups) and more community action plans or involvement (beautification, etc.) for students to participate. Most importantly, at Ned E. Williams we have a clear mission and vision. We do not use these terms as mere rhetoric; we strive to achieve academic excellence for all. My staff can articulate to anyone who asks, at any given time, what our mission is.

Technology

Technology Strengths

What are our Strengths?

- Teachers are steadily improving their skills and are gradually building their confidence.
- The district offers help to teacher that experience any problems with technology.
- Student are able to access the internet readily due to two computer labs located on campus
- Six computers located in classrooms
- Many of the curriculum resources can be accessed from home.

Technology Weaknesses

What are our Weaknesses?

- Slow operating network with many noticeable glitches.
- Mobile lab's laptops sometimes will not connect with the network
- Newer laptops are needed for mobile labs
- More teachers need to utilize the technology on campus.

Comprehensive Needs Assessment

Technology Needs

What are our Needs?

- CD ROMS for computers – Majority of the new adopted resource have CD to utilize in class.
- CD players or recorders for listening stations
- Web conferencing capabilities in the classroom to communicate across grade levels during vertical alignment meetings, announcements, etc. (Training)
- Cable or Satellite connection to access educational based programs (Channel 1, PBS, etc.)
- Brain Pop (Reading, Math, and Science)
- District network speed to increase and glitches corrected.

Technology Summary

Summary

Technology in the district and campuses are improving steadily. The teachers and students capabilities are becoming intermediate to advanced users. The use of technology based programs have helped improve student performance.

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data

District Policies

DMAC

Multi-Year Trends

OnDataSuite

Promotion/Retention Rates

Standardized Tests

Summary of Student Progress (not taking STAAR)

TSDS

Ned E. Williams Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 1. Develop community and college relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Talk about Longview ISD and its leaders in a positive way when working to build partnerships with colleges. (Title I SW: 2) (Target Group: All) (NCLB: 3)	Assistant Superintendent(s), Campus Instructional Technologist, Child Care Director, Classroom Teacher(s), Club Sponsors, Communications Officer, Content Area Instructional Coaches, Core Subject Teachers, Counselor(s), CTE Director, Curriculum & Instruction Dept., Curriculum Supervisor(s), Custodial Staff, Dean of Instruction, Department Heads, Director of Federal Programs, Director of Special Education, District Homeless Liaison, Dyslexia specialist, Instructional Assistants, Instructional Specialist, Lead Teacher, LHS Staff, Librarian, Math Department Chair, Parent Volunteers, Principal, PTA, Registrar, Research and Accountability Director, RtI Team, School Nurse, Special Ed Teachers, Speech Therapist, SRO Officer	On-going	(O)Comments:, (O)Let's Talk About It, (O)Region VII, (S)Local Funds	Summative - Improvement in existing efforts that will lead to an increase in more high qualified teachers from local colleges and universities.

Ned E. Williams Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 2. Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Recruit and retain highly qualified teachers by participating in the district job fair and sharing information about Ned E. Williams.</p> <p>All Staff will receive high quality, effective, relevant, and sustained professional development aligned with District goals and performance objectives.</p> <p>(Title I SW: 3,4,5,9) (Target Group: All) (NCLB: 1,2,3)</p>	<p>Assistant Superintendent(s), Asst. Supt. Curriculum & Instruction, Curriculum & Instruction Dept., Director of Curriculum, District Bilingual Department, Principal</p>	<p>Aug-May</p>	<p>(F)IDEA Special Education, (F)Title I, (F)Title I-FTE, (F)Title III Bilingual/ESL, (O)District Staff Development, (O)District Technology Plan, (O)Region VII</p>	<p>Summative - Provide support for cross-certification of professionals.</p> <p>Participation certificates. Sign in sheets and participation minutes. Schedule of Events Participation data Evaluation of activity.</p>

Ned E. Williams Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 3. Decrease the staff turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recognize the range of factors that create instability for employees (Title I SW: 1,2,3,4,5,8) (Target Group: All) (NCLB: 3)	Principal	Aug-May	(F)Title I-FTE	Summative - Reduction in teacher turnover.

Ned E. Williams Elementary

Goal 2. All Schools Will Meet State Standards

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish curricular and instructional requirements, by demanding that teachers offer challenging course work, and by helping students who fall behind or need extra academic assistance. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Curriculum & Instruction Dept., Director of Curriculum, Principal	Aug-May	(F)IDEA Special Education, (F)Special Education (Speech Therapy), (F)Title I, (F)Title I-FTE, (F)Title II, (F)Title III Bilingual/ESL, (L)TEKS Resource System, (O)District Benchmarks, (O)District Staff Development, (O)Leveled books, (O)Manipulatives, (O)Math Materials, (O)Region VII, (O)Region VII ESC, (S)Local Funds, (S)SCE, (S)SCE-FTE	Formative - Marked improvements in student performance.

Ned E. Williams Elementary

Goal 2. All Schools Will Meet State Standards

Objective 2. Increase attendance rates at all campuses to at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recognize students with good citizenship, honor roll, good character, and perfect attendance each six weeks. School-wide and classroom daily incentives. (Title I SW: 1,6) (Target Group: All) (NCLB: 4,5)	Classroom Teacher(s), Counselor(s), Principal, School Nurse	Aug-June	(O)Title I (at campus level), (S)Local Funds, (S)SCE	Summative - Students will demonstrate full day attendance with decrease tardiness and decrease early pick-up rates.

Ned E. Williams Elementary

Goal 2. All Schools Will Meet State Standards

Objective 3. Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Explain and interpret STAAR test, reading initiatives, and comparison of state scores to Ned E. Williams' STAAR scores in parent meetings. Conduct STAAR Reading, STAAR Math, and Literacy (PreK-2nd) nights to educate parents on the TEKS objectives and equip them with materials to take home. Three events, (1½) hours each. Childcare will be provided. During STAAR nights explain to parents TEKS curriculum; through disaggregating of STAAR scores; and the implications for subgroups represented at Ned E. Williams' School. Produce and distribute STAAR Study booklets for each grade level to support learning at home. (Title I SW: 1,2,6,7) (Target Group: All) (NCLB: 1,4,5)</p>	<p>Classroom Teacher(s), Counselor(s), Dyslexia Teacher, ESL Teacher, Principal</p>	<p>Sept-May</p>	<p>(F)Title I-FTE, (L)Instructional, (O)District Benchmarks, (O)STAAR Assessments, (S)Local Funds, (S)SCE</p>	<p>Summative - On campus and district assessments 90% of all students will score: 1st semester- 90% or greater 2nd semester- 90% or greater •Teacher made assessments covering taught objectives, following math and/or science tutorials. •Lesson plans •Science journaling •Math journaling</p>

Ned E. Williams Elementary

Goal 2. All Schools Will Meet State Standards

Objective 4. Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Hispanic third grade students will take the STAAR Math and Reading test in English. Science, math, language, and social studies will be taught in English to the maximum times allowable by LISD guidelines to ensure that all Hispanic students become proficient in English. (Title I SW: 10) (Target Group: H, ESL, LEP, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2)	Director of Curriculum, District Bilingual Department, Principal, Teacher(s)	August-May	(F)Title III Bilingual/ESL, (O)Scantrons, (O)STAAR Assessments, (O)TEKS Resources System, (S)Local Funds	Summative - On campus and district assessments 90% of all students will score: 1st semester- 90% or greater 2nd semester- 90% or greater •Teacher made assessments covering taught objectives, following math and/or science tutorials. •Lesson plans •Science journaling •Math journaling

Ned E. Williams Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 1. Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development opportunities, meet with teachers, and conduct model lessons that address low SEs in the following mathematics Reporting Categories: 1- Numerical Representations and Relationships, 2- Computations and Algebraic Relationships, and 3-Geometry and Measurement (Title I SW: 4) (Target Group: All) (NCLB: 1)	Curriculum & Instruction Dept., Director of Curriculum, Principal	Sept-April	(L)Instructional, (L)TEKS Resource System, (S)Local Funds	Summative - 90% of students will score 90% or above on all common district and campus assessments.

Ned E. Williams Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 2. Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. To ensure student performance at the post secondary readiness standard, an emphasis will be place on more students achieving commended performance on all subject area, encourage more students to participate in the PreAp courses in middle school, emphasizes the importance of students receiving high school diplomas that provide the foundation necessary for success in college, the workforce, job training programs or the military. (Title I SW: 2) (Target Group: All) (NCLB: 1,5)</p>	<p>Curriculum & Instruction Dept., Director of Curriculum, District Bilingual Department, Dyslexia Teacher, Math Department Chair, Principal, Rtl Team, Teacher(s)</p>	<p>Aug-May</p>	<p>(L)Instructional, (O)District Benchmarks, (O)District Staff Development, (O)Math Materials, (O)TEKS Resources System, (S)Local Funds</p>	<p>Summative - 75%-85% of students being commended 80% of the graduating Fifth graders signing up for PreAp class in middle school</p>
<p>2. Continue in 2016-2017-staff development plan with required workshops/trainings to enhance STAAR scores including: • Margaret Kilgo Data Driven Decisions • Science Instruction • Literacy Training • Cultural Sensitivity • New Teacher Training • Understanding Children in Poverty • Montessori Training (Title I SW: 1,2,7,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Classroom Teacher(s), Counselor(s), Director of Curriculum, Director of Special Education, Lead Teacher, Principal</p>	<p>August-May</p>	<p>(F)Special Education (Speech Therapy), (L)Instructional, (L)TEKS Resource System, (O)Journals, (O)Literacy Library, (O)Manipulatives, (O)Math Materials, (O)STAAR Assessments, (S)Local Funds</p>	<p>Summative - 100% of staff will complete mandatory staff training. Staff sign-in documentation</p>

Ned E. Williams Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 3. Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize professional learning communities and concept focused professional development to increase student performance in Reading and Math. (Title I SW: 1,7,8,9,10) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Content Area Instructional Coaches, Principal	Aug-June	(S)Local Funds	Summative - Increased performance on STAAR in reading and math.

Ned E. Williams Elementary

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 1. Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Ned E. Williams Elementary

Goal 5. Improve/Maintain District Grounds and Facilities

Objective 1. Create a culture for student involvement in the care and pride for grounds and facilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a Student Advisory Committee designed to provide the principal with an ear from the student body. The idea is to select a few students from each grade who are leaders in their classroom and are not afraid to speak their mind. Those students are hand selected by the principal. They are given tasks and questions to talk to their fellow students about and then voice the overall consensus from the student body. (Title I SW: 2,6) (Target Group: All) (NCLB: 4)	Counselor(s), Principal	October -May	(S)Local Funds	The students selected to the student advisory committee have a sense of school pride because they have valuable input with the school administration.





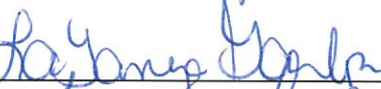
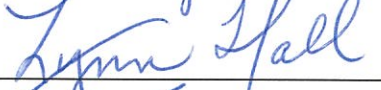


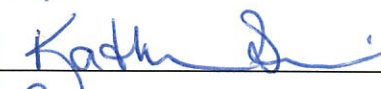
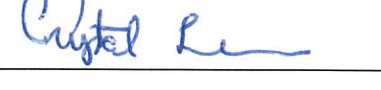

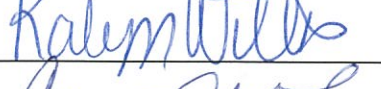
Ned E. Williams Elementary

Goal 5. Improve/Maintain District Grounds and Facilities

Objective 2. Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Solicit volunteers to serve on the Grounds Committee. The GC is a group of students, parents and teachers who volunteer to keep the school grounds clean and well maintained. The grounds committee is overseen by a sponsor who meets with students wishing to be on the committee each month. The sponsor assigns duties such as picking up trash in different areas outside and inside the school, putting up playground equipment, and searching for situations that may be a safety concern.</p> <p>The members of the grounds committee also come up with large projects to beautify their school campus such as planting trees or building a flower garden. (Title I SW: 6) (Target Group: All) (NCLB: 4)</p>	<p>Classroom Teacher(s), Club Sponsors, Counselor(s)</p>	<p>Oct-May</p>	<p>(S)Local Funds</p>	<p>Students involved with the grounds committee take pride in the fact that they help keep their school looking clean and beautiful.</p>

**NED E. WILLIAMS ELEMENTARY SCHOOL
CAMPUS SITE BASE COMMITTEE**

NAME	POSITION	SIGNATURE
Aguilar, Angelica	Parent	
Bean, Jennifer	READ 180 Teacher	
Collins, Sharon	5 th Grade Teacher	
Flowers, Clara	Curriculum Support	
Garlon, Latonya	4 th Grade Teacher	
Hall, Lynn	Counselor	
Harmon, Greg	Bilingual Teacher	
Johnson, LaTosha	PK/K Teacher	
Simmons, Kathleen	Parent	
Lewis, Crystal	3 rd Grade Teacher	
Sanchez, Leo	Parent	LES
Walker, Johnny	4 th Grade Teacher	
Willis, Kalyn	Special Education Teacher	
Wise, Dr. Cynthia	Principal	