

# Rockwall Independent School District

## Nebbie Williams Elementary

### 2023-2024 Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Nebbie Williams Elementary School has 431 students as of September 2023. Of that population, 12% of the students are considered economically disadvantaged, 4% are considered at-risk, 17% are served by the special education program, 9% are served by the gifted and talented program, and 2% are English Language Learners.

Out of the total enrollment, 4% are African American, 16% are Hispanic, 71% are White, 3% are Asian, and 6% are Multi-Racial.

# Student Achievement

## Student Achievement Summary

Nebbie Williams Elementary received an "A" rating by TEA for the 2022 - 2023 school year. Ratings for the 2023-2024 school year are still pending finalization by TEA as of September 2023.

In the 2022-2023 school year, Nebbie was awarded an overall score of 97 by TEA. Our campus was recognized with five state distinctions, including:

- ELA/Reading Distinction
- Math Distinction
- Science Distinction
- Comparative Closing the Gaps Distinction
- Postsecondary Readiness Distinction

Nebbie Williams Elementary has time for math and reading intervention built into our daily schedule to meet the needs of all students. We assess students using district determined screeners in reading and math at the beginning, middle, and end of year to monitor student achievement and progress. Student intervention takes place in a small group setting, and progress is regularly monitored on specific academic goals through the MTSS process. We utilize research based, district approved intervention programs to support student growth and achievement. Some of the intervention resources used in reading include iStation lessons, Foundations, and LLI. Some of the intervention resources used in math include Do the Math and Estar intervention lessons.

Nebbie Williams Elementary teachers meet regularly in campus and district Professional Learning Communities (PLCs) to collaborate and refine instruction aligned to the Texas Essential Knowledge and Skills. Our campus has two instructional coaches that support teachers in content areas (reading/language arts and social studies; math and science). In addition, our teachers work closely with our library media specialist, our English as a second language teacher, our gifted and talented teacher, our instructional technology specialist, our dyslexia teacher, and our special education teachers to meet the needs of all of our students.

# School Culture and Climate

## School Culture and Climate Summary

Nebbie Williams Elementary has implemented a school-wide PBIS model, with positive behavior supports and clear expectations for students in common areas of the school. In our classrooms, we use the CHAMPS classroom management model. All campuses in Rockwall ISD follow the Standard Response Protocol, and we regularly practice safety drills, including evacuation, bad weather, and lockdown procedures. All visitors must sign in and out through the front office using the Raptor system and wear a visitor's identification badge.

Our school counselor leads our campus character program, performs monthly guidance lessons with each class, and supports our students' social and emotional well-being. Every classroom has a "mood meter" for students to check in and reflect on their feelings, and our counselor has a process for students to request time with her. We have a serenity room for students to spend time in a calming environment, and each classroom has a calm-down area to help students refocus during the day.

## School Culture and Climate Strengths

Our counseling program offers a variety of supports for our students in different ways. We implement a campus-wide character development program and recognize students monthly who exemplify those traits. Our counselor conducts monthly guidance lessons and conducts training for our teachers as well.

Our counselor conducts "minute meetings" with every student twice a year, with one of the purposes being to ensure students feel that they have an adult they can trust on campus. Our counselor has different small group meetings on topics such as dealing with anxiety or navigating social situations, and she also meets with individual students for support with specific situations. She also meets with new students during lunch at the beginning of the year to help them become familiar with Nebbie.

For student leadership, we have a fifth and sixth-grade student council. They lead various projects on campus, including service projects to benefit the community. Last year, they partnered with our PTA for a holiday toy and canned food drive.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Our staff is highly qualified and serves in various leadership roles on campus and in the district. Our kindergarten-3rd grade teachers, resource teachers, administrators, and instructional coaches have been trained through RISD Reading Academies, per TEA requirements. This intensive training program involves ten days of professional development in reading and language arts. In addition, teachers are trained in ESL and gifted and talented strategies and participate in yearly gifted and talented continuing education sessions. Our staff has also completed training in utilizing Kagan structures to support collaborative learning, student engagement, and discourse in all content areas.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Rockwall ISD's curriculum and instruction department has worked with curriculum coordinators, instructional coaches, and teachers to create its own guaranteed and viable curriculum that is tightly aligned with state standards. Nebbie is served by two instructional coaches who are content specialists, and they facilitate just-in-time training and assist teachers with implementing best practices. We use a workshop model of instruction in reading, writing, and math, which provides small-group instruction for all students. Our students are assessed in various ways, including formative and summative assessments.

Nebbie students are assessed by Rockwall ISD district screeners at the beginning, middle, and end of the school year. Pre-K students are evaluated through CLI Engage. Students in K-2 are assessed in reading through mCLASS, DRA, and math task assessments. Students in grades 3-6 take reading and math MAP online tests. These assessments provide teachers and parents valuable information about each student's progress and learning needs throughout the year.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Nebbie Williams Elementary has an active PTA that raises funds for the school, provides student programs, coordinates volunteers, and supports the faculty with food and treats. We have numerous spirit nights at local businesses and receive support from many businesses during our annual fall fundraiser.

Nebbie communicates with families in a variety of ways. Students bring home folders daily that have behavior and work habit communication from teachers. Classrooms email weekly newsletters and the campus also sends a weekly electronic newsletter to parents, which has information from the principal, counselor, and PTA. In addition to newsletters, Nebbie uses social media such as its campus website, Facebook, Instagram, and X to share information with parents and the community. Nebbie parents are represented each year at the RISD Parent Leadership Academy, and our PTA leadership takes part in regular district leadership meetings.



# School Context and Organization

## School Context and Organization Summary

The campus has a strong professional learning community (PLC) structure with the goal of improving student achievement. We focus on ensuring that every student makes at least a year's worth of growth. Grade level teams also have common planning times and focus on collaborating. All teachers are members of one of our campus leadership teams (instructional, operational, and culture), and they give input on different campus needs and work to create solutions. We use information from meetings and stakeholder surveys to drive our focus areas each year.

Our students are afforded different extra-curricular activities, depending on grade level. We have many UIL teams for students in grades 2-6, and students in grades 3-6 have the opportunity to be on the Nebbie Battle of the Books team. Students in upper grades can apply for our student council, broadcast team, and robotics team. Students in grades 4-6 are eligible to participate in the annual campus spelling bee, with the winner advancing to the district spelling bee.

# Technology

## Technology Summary

Integrated technology is an important part of our instruction at Nebbie. We have 1:1 technology with Chromebooks for all classrooms. Our students utilize technology to collaborate with other students, conduct research, and publish their learning. Students in PK-2 use the Seesaw online learning platform, and students in grades 3-12 use Canvas. In grades 3-6, students complete most tests online, and technology supports a range of accommodations (like speech-to-text and text-to-speech). Each classroom at Nebbie has an interactive whiteboard as well.

Nebbie Williams Elementary was awarded a grant by the Rockwall Education Foundation to fund a STEM lab. Students in all grade levels utilize the lab to support mastery of TEKS and provide opportunities to develop 21st-century skills. We also have an after-school robotics team that participates in district-sponsored activities.

# Goals





**Goal 1:** We will ensure consistent, aligned instructional processes to support high academic achievement and growth for all students.

**Performance Objective 1:** Increase the number of students earning "meets or masters" on STAAR reading achievement scores for grades 3-6.

**Evaluation Data Sources:** STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teams will analyze data from formative assessments, unit assessments, and universal screeners to make targeted instructional plans.</p> <p><b>Strategy's Expected Result/Impact:</b> This will focus small group instructional groups and individualized instruction during intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will attend MTSS meetings in order to set individual student goals and monitor progress during intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategic intervention individualized for students at risk</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Team including teachers and instructional coach,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Classroom teachers will collaborate with campus specialists including the resource teacher, dyslexia teacher, SAGE teacher, ESL teacher, library/media specialist, instructional coach, and instructional technology specialist to support students.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration with specialists will help ensure effective accommodations are utilized for students with special needs, and that students are making expected progress. It will also increase student engagement and provide challenging, high level instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All classrooms will implement RISD curriculum with fidelity to ensure a guaranteed and viable curriculum. This includes utilizing the district created curriculum, resources, and pacing guides to plan lessons in reading and language arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 1 instruction will be strengthened campus wide through using research based curriculum and instructional best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All K-6 RLA teachers will utilize the workshop model for instruction in reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> By using the workshop model with fidelity, all students will receive targeted instruction and individual progress on objectives will be consistently monitored. This model also supports student engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administrators, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> PLCs will occur consistently and will focus on answering DuFour's four essential PLC questions. Teachers will collaborate with teammates, the IC, and administrators during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> During PLCs, teachers will analyze data and use information to drive instructional practices for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will communicate learning objectives by clearly posting them and discussing them with students before, during, and at the end of lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will be more aware of the purpose of each lesson. Students should have improved ability to set personal goals for learning. Lessons will be tightly aligned to state standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers will regularly provide opportunities for student discourse and cooperative learning opportunities utilizing methods such as Kagan structures.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall student engagement and accountability for learning will increase through regular utilization of Kagan structures for cooperative learning and student discourse.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p>	<b>Formative</b>			<b>Summative</b>
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



**Goal 1:** We will ensure consistent, aligned instructional processes to support high academic achievement and growth for all students.

**Performance Objective 2:** Increase the number of students earning "meets or masters" on STAAR math achievement scores for grades 3-6.

**Evaluation Data Sources:** STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teams will analyze data from common assessments, unit assessments, and universal screeners to make targeted instructional plans.</p> <p><b>Strategy's Expected Result/Impact:</b> This will focus small group instructional groups and individualized instruction during intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All classrooms will implement RISD curriculum with fidelity, to ensure a guaranteed and viable curriculum. This includes utilizing Number Talks and following the district curriculum documents and pacing guide.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 1 instruction will be strengthened campus wide through using research based curriculum and instructional best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
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



**Goal 1:** We will ensure consistent, aligned instructional processes to support high academic achievement and growth for all students.

**Performance Objective 3:** Increase the number of students who make expected or accelerated progress on reading and math STAAR to at least 90%.

**Evaluation Data Sources:** STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will analyze data from classroom assessments and universal screeners to make targeted instructional plans.</p> <p><b>Strategy's Expected Result/Impact:</b> This will focus small group instructional groups and individualized instruction during intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will attend MTSS meetings in order to set individual student goals and monitor progress during intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategic intervention individualized for students at risk</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Team including teachers and instructional coach,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All classrooms will implement RISD curriculum with fidelity, to ensure a guaranteed and viable curriculum. This includes utilizing the workshop model in reading/language arts and math for rigorous Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 1 instruction will be strengthened campus wide through using research based curriculum and instructional best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All K-6 RLA teachers will utilize the workshop model for instruction in reading and writing. All K-6 math teachers will use a guided math model with small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By using the workshop model with fidelity, all students will receive targeted instruction and individual progress on objectives will be consistently monitored. Student engagement should increase as well.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administrators, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
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



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> PLCs will occur consistently and will focus on answering DuFour's four essential PLC questions. Teachers will collaborate with teammates, the IC, and administrators during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> During PLCs, teachers will analyze data and use information to drive instructional practices for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 8:</b> Teachers will regularly provide opportunities for student discourse and cooperative learning opportunities utilizing strategies such as Kagan structures.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall student engagement and accountability for learning will increase through regular utilization of Kagan structures for cooperative learning and student discourse.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p>	<b>Formative</b>			<b>Summative</b>
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**Goal 1:** We will ensure consistent, aligned instructional processes to support high academic achievement and growth for all students.

**Performance Objective 4:** Increase the number of students in kindergarten- 2nd grade who meet or exceed grade level standards on district screeners to at least 90%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teams will analyze data from a variety of classroom assessments and universal screeners to make targeted instructional plans.</p> <p><b>Strategy's Expected Result/Impact:</b> This will focus small group instructional groups and individualized instruction during intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will attend MTSS meetings in order to set individual student goals and monitor progress during intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategic intervention individualized for students at risk</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Team including teachers and instructional coach,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Classroom teachers will collaborate with campus specialists including the resource teacher, dyslexia teacher, SAGE teacher, ESL teacher, library/media specialist, instructional coach, and instructional technology specialist to support students.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration with specialists will help ensure effective accommodations are utilized for students with special needs, and that students are making expected progress. It will also increase student engagement and provide challenging, high level instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All classrooms will implement RISD curriculum with fidelity to ensure a guaranteed and viable curriculum. This includes utilizing the workshop model in reading/language arts and math for rigorous Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 1 instruction will be strengthened campus wide through using research based curriculum and instructional best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> K-2 teachers will utilize the workshop model with small group instruction time daily in reading, writing, and math.</p> <p><b>Strategy's Expected Result/Impact:</b> By using the workshop model with fidelity, all students will receive targeted instruction and individual progress on objectives will be consistently monitored. Student engagement should increase as well.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administrators, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> PLCs will occur consistently and will focus on answering DuFour's four essential PLC questions. Teachers will collaborate with teammates, the IC, and administrators during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> During PLCs, teachers will analyze data and use information to drive instructional practices for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will communicate learning objectives by clearly posting them and discussing them with students before, during, and at the end of lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will be more aware of the purpose of each lesson. Students should have improved ability to set personal goals for learning. Lessons will be tightly aligned to state standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers will regularly provide opportunities for student discourse and cooperative learning opportunities utilizing strategies such as Kagan structures.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall student engagement and accountability for learning will increase through regular utilization of Kagan structures for cooperative learning and student discourse.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and Other School Based Activities.

**Performance Objective 1:** Nebbie William Elementary will provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas.

**Evaluation Data Sources:** Fitnessgram, parent and student feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The PE program at school will implement district approved curriculum and pacing with fidelity.  <b>Strategy's Expected Result/Impact:</b> Students will practice activities that promote a lifestyle of physical fitness. They will develop confidence in physical skills and show growth through the fitnessgram.  <b>Staff Responsible for Monitoring:</b> PE teacher, Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will partner with the PTA to hold a school-wide event that provides varied opportunities for physical activity.  <b>Strategy's Expected Result/Impact:</b> Students will be engaged with trying physical activities that might be novel or of high interest. They will interact with staff, parent volunteers, and community partners to learn new skills.  <b>Staff Responsible for Monitoring:</b> Administrators   <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Nebbie Williams Elementary will participate in the "Kids Teaching Kids" 21 Day Snacking Challenge.  <b>Strategy's Expected Result/Impact:</b> All students will be encourage to join in the KTK 21 Day Snacking Challenge in order to promote healthy eating habits at school and at home.  <b>Staff Responsible for Monitoring:</b> PE Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Nebbie Williams Elementary will participate in the Kids Heart Challenge.  <b>Strategy's Expected Result/Impact:</b> Students will practice aerobic fitness activities such as jumping rope and learn about the benefits that aerobic activities have on developing healthy bodies.  <b>Staff Responsible for Monitoring:</b> PE Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				





**Goal 3:** Nebbie Williams Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.

**Performance Objective 1:** The social and emotional well being of students will be supported in a variety of ways on campus.

**Evaluation Data Sources:** Student and parent feedback, Office referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will be trained in ways to promote the well-being of students, such as strategies for self-regulation and self-advocacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have increased understanding of how to support specific behavior needs of students. They will have specific strategies to support students, including self-regulation and calming techniques.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The MTSS process will be utilized to set specific behavior goals for students and monitor progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have specific, research based strategies to target behaviors for individual students. The MTSS will utilize data to monitor effectiveness of interventions and make adjustments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, counselor, administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will collaborate with district specialists, including behavior specialists, SPED personnel, campus LSSP, and district counseling support team to support individual students as identified through MTSS or SPED.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing available district specialists, we will be able to more accurately identify student behavior support needs and develop appropriate support plans, including crisis intervention plans.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, counselor, administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The counselor will lead a variety of student support groups to help students connect with others and develop personal skills to address gaps in core competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build skills in the areas of self-awareness, self-management, responsible decision making, relationship skills, and social awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The counselor will lead regular guidance lessons with all students grades K-6.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will learn and practice skills that focus on developing positive character traits. Students will have common language to address social and behavior problems that arise.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, administrator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Nebbie will have a culture leadership team, led by the counselor, with all teacher teams represented. The focus of this team will include supporting character development, different social needs of students, and student leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> The culture leadership team will provide a forum for gathering input from all teacher teams that will guide the campus and classroom practices to support student well-being, student leadership, and implement a campus-wide character program. This team will brainstorm solutions and refine practices to drive continual improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, teachers, administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Each classroom will support the well being of students by having a calming area and utilizing a mood meter for students to reflect on their feelings and individual needs daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have tools in the calm down area to assist them in self-regulation. They will also have daily opportunities to reflect on their feelings, and have the opportunity to be supported in different ways.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, teachers, administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Nebbie Williams Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.

**Performance Objective 2:** Nebbie Williams Elementary School will be a safe learning environment for all staff and students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will implement PBIS campus-wide with a focus on clear expectations and positive behavior supports in common areas (hallways, bathrooms, cafeteria) and during arrival and dismissal.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will use a common language and have unified expectations in all grade levels for common areas in the building. This will create a positive learning environment for staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All classrooms will implement CHAMPS for classroom management, with a focus on clear expectations and positive behavior supports for different activities within the classroom (transitions, small group work, stations, whole group, independent work, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Through utilizing CHAMPS as a common structure for classroom management, students in all classrooms will have a shared vocabulary and clear expectations for behavior during different classroom activities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Nebbie will have an operational leadership team, led by the assistant principal, with teachers representation from each team, focused on implementing PBIS, CHAMPS, and other safety measures on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> The operational leadership team will provide a forum for gathering input from all teacher teams that will guide the safety procedures and practices on campus. This team will brainstorm solutions and refine practices to drive continual improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A campus safety team will regularly ensure the physical safety of Nebbie Williams Elementary, including performing activities such as external and internal door audits and regularly conducting safety drills.</p> <p><b>Strategy's Expected Result/Impact:</b> The activities of the campus safety team will work to ensure the physical safety of those on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, all staff, district personnel.</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Training will be conducted for all staff on campus and district safety procedures and practices, including the Standard Response Protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff will be equipped with knowledge about safety procedures for a variety of scenarios, which will ensure the safety of staff and students in the event of an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, district personnel</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				