



School Improvement Plan 2024-2025

School: **Williams Magnet Elementary School** Principal: **Darian Smith**
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ESSA Score Current Year: **69.96** ESSA Letter Grade Current Year: **C**
ESSA Score Previous Year: ESSA Letter Grade Previous Year: **C**

Guiding Coalition		
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DRAFT

SCHOOL MISSION

To inspire each scholar to reach and maximize their potential in a safe and nurturing environment.

SCHOOL VISION

To provide a quality education where all scholars SOAR:

- **Supporting**
- **Opportunities**
- **Achievements**
- **Responsibilities**

PLAN: NEEDS ASSESSMENT	
Academics	
Strengths	Challenges
<ul style="list-style-type: none"> ● Abundant amount of resources readily accessible for utilization. ● Access to high-quality programs for reading intervention ● Achievement growth overall in our ESOL scholars ● Instructional Facilitator on campus full-time 	<ul style="list-style-type: none"> ● Scholar exposure to grade-level curriculum explicitly and consistently. ● Learning gap in our sped sub-pop ● Teacher buy-in for district curriculum
Culture & Climate	
Strengths	Challenges
<ul style="list-style-type: none"> ● Opportunities for collaboration with a designated team planning time/day weekly. ● Implementation of Leader in Me ● The scholar population is culturally diversified ● Willingness to sponsor intervention/ enrichment (extended day) ● Most of the staff have a desire for a positive school community. 	<ul style="list-style-type: none"> ● Collaboration - Roles and purposes of a PLC ● Pushback regarding campus and/or district directives ● Utilizing collaborative time efficiently and effectively. ● Ensure that the components of Leader in Me are consistently practiced throughout our school community.
Parent/Family Engagement, Partnerships, Operations	
Strengths	Challenges
<ul style="list-style-type: none"> ● Active parental support that wants to be involved in the school community. ● Volunteer opportunities to bring in community partners ● Informative and consistent communication from our school community. 	<ul style="list-style-type: none"> ● Consistent communication in the classroom ● Updating parent center with resources ● Not a specific zone is designated - so parents are limited in travel/ commute ● Multilingual communication barriers

Implementation Categories

[Literacy](#)

[Math](#)

[School Culture](#)

[Recruitment & Retention](#)

[Parent Engagement](#)

[Magnet Programs & Academies](#)

THEORY OF ACTION:

If...

district leaders work collaboratively to provide relevant resources and support in the use of evidence-based practices and data, to promote fully engaging instructional activities in all classrooms;

And If...

principals promote a safe and secure environment; are fully engaged as instructional leaders; monitor the implementation of evidence-based practice through the use of TESS and principles of the SoR; review and interpret data to drive decisions;

And If...

teachers are fully certified and engaged; use evidence-based instructional practices acquired through relevant professional development; work in collaborative teams reviewing and interpreting data to determine next steps for instruction;

Then...

students will be fully engaged in instructional activities that prepare them for the next step in their education and preparation for post-secondary options.

LITERACY (LRSD Board Goals)

SMART Goal:

Improve scholar achievement in reading by:

- Increasing the number of scholars proficient and beyond from ____ to ____.
- Increasing 3rd-5th IA proficiency grade by 5% from 23-24 to 24-25
- K-2 scholars performing at the Average or Above Norm percentile will increase from ____ to ____ as measured by the NWEA.
- Decrease the achievement gap for ____ subgroup(s) in literacy by at least ____ scholars.

Current Supporting Data (add or link all data around this category here):

- ATLAS Results
- NWEA Assessments
- Interim Assessments
- CFA's

Priority 1

Use HQIM during Tier 1 Instructional Time

Priority 2

Implement an intervention period during Small Groups and Rotations.

Priority 3

Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.

End of the Year Outcomes:

- Scholars are able to read and write words using the 6 syllable types required at their grade level.
- Scholars are orally reading at or above the Hasbrouck and Tindal reading norms for their

End of the Year Outcomes:

- Data driven instruction in all Tiers that is focused on scholar learning.
- Teachers planning, gathering, and analyzing multiple sources of data, and looking at misconceptions and trends

End of the Year Outcomes:

- All scholars will have access to rigorous, grade-level content.
- Teaching will be aligned with evidence-based best practices in literacy

<p>grade level.</p> <ul style="list-style-type: none"> ● Scholars are able to summarize orally and in writing a story using the main idea and details. ● Scholars are able to write a narrative, explanatory, and opinion writing meeting the requirements of their grade-level state rubrics. ● Scholars are able to define at least 200 new Tier 2 words. 	<p>for re-teaching and next instruction.</p> <ul style="list-style-type: none"> ● Improvement of teachers' literacy teaching and learning through collaboration. ● Scholar data shows growth of at least one grade-level for every scholar in decoding, encoding, vocabulary, fluency, and comprehension. 	<ul style="list-style-type: none"> ● Supports are given to all learners, including scholars with disabilities, English Learners, and scholars identified as gifted and talented ● Scholars are able to summarize orally and in writing a story using the main idea and details. ● Scholars are able to write a narrative, explanatory, and opinion writing meeting the requirements of their grade-level state rubrics.
<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Scholars will be monitored monthly for grade-level use or 1 year growth on the PSI, DSA, ORF, and writing samples. ● Scholars will be able to show comprehension orally and in writing for a grade level passage or 1 year growth in comprehension. ● Scholars will be monitored on their writing process monthly for growth towards grade-level writing expectations given in the state rubrics. ● Scholars will grow in vocabulary Tier 2 words as shown in the vocabulary assessment scores. 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Teacher annotations include planned supports for all learners which is monitored through team discussion, teacher plans, and teacher observation. ● Multiple sources of literacy data are used to examine misconceptions and trends. The type of data will be monitored by posting it on the agenda of the meeting. ● Aggressive monitoring data is combined with scholar work when analyzing data. These will be monitored through posting the type of data on the agenda of the meeting. ● Teaching and collaboration is improving scholar data which is monitored through data, know/show charts, and graphs over periods of time. 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Teachers will use Foundations and Wit and Wisdom as their HQIM, monitored through classroom observations. ● Teachers will use evidence-based best practices as intended in the HQIM which will be monitored through classroom observations. ● Planned supports for all learners that do not interfere with productive struggle are observed in classroom observations. ● Scholars will be able to show comprehension orally and in writing for a grade-level passage or one-year growth in comprehension. ● Scholars will be monitored on their writing process monthly for growth towards grade-level writing expectations given in the state rubrics.

	Priority	Drivers	Success Metrics
1	Use HQIM during Tier 1 Instructional Time	Foundations <ul style="list-style-type: none"> • Use of multisensory materials • Use of sentences and definitions 	<ul style="list-style-type: none"> • Instructional Walks • Unit Assessments • DSA • Vocabulary Assessment • 70% of teachers using
		Morphology <ul style="list-style-type: none"> • Vocabulary Standards based roots	<ul style="list-style-type: none"> • Instructional Walks • Writing samples • Scholar observations • Vocabulary Assessment • 70% of teachers using
		Wit and Wisdom WW Lesson Protocol	<ul style="list-style-type: none"> • Walkthrough data • FQT/EOM Rubrics • State Writing Rubrics • New Read Assessment data • Question Set data • 70% of teachers using
2	Implement an intervention period during Small Groups and Rotations.	Clarify the outcomes: We will identify the areas of need within our scholar population.	<ul style="list-style-type: none"> • Progress Monitoring bi-weekly • Surveys • CFA
		Choose the interventions: We will identify and select an approved intervention tool/materials to support the implementation of our intervention period.	<ul style="list-style-type: none"> • Progress Monitoring bi-weekly • Surveys • CFA • Other assessments
		Plan implementation: We will identify staff and provide training to support the implementation of the intervention period.	<ul style="list-style-type: none"> • Progress Monitoring bi-weekly • Surveys • CFA • Other assessments

		Record data (Progress Monitor): We will monitor the implementation of the intervention period and record scholar data to determine the effectiveness of the intervention and determine next steps for the scholar and/or intervention.	<ul style="list-style-type: none"> • Progress Monitoring bi-weekly • Surveys • CFA • Other assessments
3	Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.	School wide system of collecting data over time <ul style="list-style-type: none"> • Multiple Sources of Data Used • Analyzation of misconception/trends 	<ul style="list-style-type: none"> • Walkthrough data • Student Objectives stated and on board • Visual display and Use of Know/Show charts during • Data Type Recorded on Agendas
		Analyzation of student work at each meeting <ul style="list-style-type: none"> • Letter formation • Decoding • Encoding • Comprehension • Fluency • Grammar • Production of Writing • Tier 2 Vocabulary usage 	<ul style="list-style-type: none"> • Student Monitoring data • Writing Samples • Comprehension Rubric • Retelling Rubric • Oral Reading Fluency Assessment (measured by CWPM) • Juicy Sentence Protocol • Daily Student Work (FQT, CFU, dictation practice, etc.) • Vocabulary Assessment • Data Type Recorded on Agendas
		Teacher planning and collaboration <ul style="list-style-type: none"> • Annotation of planned supports for all students Annotation of data to be collected	<ul style="list-style-type: none"> • Observation of team discussion • Teacher plans • Teacher observation • Walkthrough data 8 -12 walks per week
		Embedded professional development <ul style="list-style-type: none"> • Discourse • Monitoring • Evidence-based best practices Relay strategies	<ul style="list-style-type: none"> • Data • Know/Show charts • Walkthrough data 8 -12 walks per week

Drivers	Action Steps	Deliverables	Progress
Use HQIM during Tier 1 Instructional Time	Teachers will use the district adopted curriculum to teach grade level standards using HQIMs.	Lesson plans Teacher Observations	Not Started
	Teachers will observe model lessons for Foundations and Wit & Wisdom and all other district based curriculum programs.	Lesson plans PD Calendar Sign-in sheets	Not Started
	Continue implementation of Science of Reading-based instruction, and selected evidence-based strategies.	Lesson plans Teacher observations	Not Started
	Create a Master Schedule that provides the allotted prescribed instructional minutes for each content area.	Master schedule	Not Started
	Provide teachers with timely and quality feedback using the Arkansas Educator Effectiveness System. Feedback is fundamental to any growth-oriented system. Teachers derive immense value from receiving feedback on their teaching practices. Providing teachers with feedback is not about criticism but rather about fostering professional development, improving teaching methodologies, and ultimately enhancing the quality of education. Giving teachers feedback is essential and contributes to the overall advancement of the education system.	Educator Effectiveness System Teacher Observations	Not Started

Drivers	Action Steps	Deliverables	Progress
Implement an intervention period during Small Group and Rotations.	Identify scholars to receive support and intervention for dyslexia with the reading intervention specialist.	Assessment Data SBIT Team Agenda & Notes	Not Started
	Identify scholars to receive Tier 2 and Tier 3 intervention for reading.	Assessment Data SBIT Team Agenda & Notes	Not Started
	Utilize a data warehouse to monitor and track scholar progress in Tier 1, Tier 2, and Tier 3.	TBD	Not Started
	Continue implementing the Lexia Core 5 program and ensuring scholars receive targeted instruction in reading components. Teachers will use Lexia Lessons to support scholar-based interventions. (Lexia usage and growth will be monitored weekly.)	Lexia Core 5 Data Staff Newsletter	Not Started
	The Site-based Intervention Team will meet bi-weekly to discuss scholar progress, classroom observations, and data.	SBIT Team Agenda & Notes	Not Started

Drivers	Action Steps	Deliverables	Progress
Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.	Ensure time for various building-level teams to meet and use Collaborative Team (PLC) time to establish and continually revisit grade-level and class goals to monitor scholar progress toward grade-level standard proficiency. (The four essential questions for PLCs will guide meetings to improve instructional practices and analyze scholar work and performance data.)	PLC Agenda & Notes	Not Started
	Data meetings will be held bi-weekly and planning meetings will be held bi-weekly.	Data Meeting Agendas & Notes	Not Started
	Hold data conferences with scholars to determine individual achievement goals and develop plans to reach their achievement goals.	Leadership Binders	Not Started
	Provide staff with high-quality, job-embedded and differentiated professional development, Title 1 funds will be used to provide professional development.	PD Calendar Agendas & Sign-in Sheets	Not Started
	Establish school. Grade level, and individual reading goals to monitor, display, drive instruction, and celebrate the achievement of goals. Title 1 funds will be used to support this action.	Leader in Me Data Goals by Grade Level, Building, and individually	Not Started
	Ensure time for various building-level teams to meet and use Collaborative Team (PLC) time to establish and continually revisit grade-level and class goals to monitor scholar progress toward grade-level standard proficiency. (The four essential questions for PLCs will guide meetings to improve instructional practices and analyze scholar work and performance data.)	PLC Agenda & Notes	Not Started

Quarter 1

Questions

- What progress has been made toward the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Use HQIM during Tier 1 Instructional				
Implement an intervention period during Small Groups and Rotations.				
Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.				

Quarter 2

Questions

- What progress has been made towards the goal?

<ul style="list-style-type: none"> ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Use HQIM during Tier 1 Instructional				
Implement an intervention period during Small Groups and Rotations.				
Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.				
Quarter 3				
Questions <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps

Use HQIM during Tier 1 Instructional				
Implement an intervention period during Small Groups and Rotations.				
Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.				
Quarter 4				
Questions <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Use HQIM during Tier 1 Instructional				
Implement an intervention				

period during Small Groups and Rotations.				
Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.				

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MATH (LRSD Board Goals)

SMART Goal:

Improve scholar achievement in Mathematics by:

- Increasing the number of scholars proficient and beyond from ___ to ___.
- Increasing 3rd-5th IA proficiency grade by 5% from 23-24 to 24-25
- K-2 scholars performing at the Average or Above Norm percentile will increase from ___ to ___ as measured by the NWEA.
- Decrease the achievement gap for ___ subgroup(s) in mathematics by at least ___ scholars.

Current Supporting Data (add or link all data around this category here):

Priority 1	Priority 2	Priority 3
Use HQIM during Tier 1 Instructional Time.	Implement an intervention period during Small Groups and Rotations.	Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.
End of the Year Outcomes: <ul style="list-style-type: none"> • All students will have access to rigorous, grade-level content. • Teaching will be aligned with evidence-based best practices in mathematics • Supports are given to all learners, including students with disabilities, English Learners, and students identified as gifted and talented 	End of the Year Outcomes: <ul style="list-style-type: none"> • Data driven instruction in all Tiers that is focused on scholar learning. • Teachers planning, gathering, and analyzing multiple sources of data, and looking at misconceptions and trends for re-teaching and next instruction. • Improvement of teachers' mathematical teaching and learning through collaboration. 	End of the Year Outcomes: <ul style="list-style-type: none"> • Data driven instruction in all Tiers that is focused on student learning. • Teachers planning, gathering, and analyzing multiple sources of data, and looking at misconceptions and trends for re-teaching and next instruction. • Improvement of teachers' mathematics teaching and learning

	<ul style="list-style-type: none"> Student data shows growth of at least one grade-level for every student in mathematical skills. 	<p>through collaboration.</p> <ul style="list-style-type: none"> Student data shows growth of at least one grade-level for every student in mathematical skills.
<p>Benchmarks:</p> <ul style="list-style-type: none"> Teachers will use IM as their HQIM monitored through classroom observations. Teachers will use evidence-based best practices as intended in the HQIM which will be monitored through classroom observations. Planned supports for all learners that do not interfere with productive struggle are observed in classroom observations. 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Teacher annotations include planned supports for all learners which is monitored through team discussion, teacher plans, and teacher observation. Multiple sources of mathematics data are used to examine misconceptions and trends. The type of data will be monitored by posting it on the agenda of the meeting. Aggressive monitoring data is combined with scholar work when analyzing data. These will be monitored through posting the type of data on the agenda of the meeting. Teaching and collaboration is improving scholar data which is monitored through data, know/show charts, and graphs over periods of time. 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Teacher annotations include planned supports for all learners which is monitored through team discussion, teacher plans, and teacher observation. Multiple sources of mathematics data are used to examine misconceptions and trends. The type of data will be monitored by posting it on the agenda of the meeting. Aggressive monitoring data is combined with scholar work when analyzing data. These will be monitored through posting the type of data on the agenda of the meeting. Teaching and collaboration is improving scholar data which is monitored through data, know/show charts, and graphs over periods of time.

	Priority	Drivers	Success Metrics
1	Use HQIM during Tier 1 Instructional Time. Implement an intervention period during Small Groups and Rotations.	Attending to the 5 parts of the IM lesson	<ul style="list-style-type: none"> Cool down data from each unit Observational walkthroughs 8 -12 walks per week
		Responding to CFA data through targeted instruction <ul style="list-style-type: none"> reteach focus for whole group Reteach focus for small group Front loading	<ul style="list-style-type: none"> Daily - cool downs Checkpoints Unit assessments ● Pre-unit assessments
		Mastery of Major work standards of each unit <ul style="list-style-type: none"> Counting (K-2) <ul style="list-style-type: none"> 1:1 correspondence By 2, 5, 10 Non-decade numbers Through 100 (K) Through 120 (1st) Addition and subtraction <ul style="list-style-type: none"> Fluency <ul style="list-style-type: none"> K - (1-10) 1st - (1-20) Conceptual <ul style="list-style-type: none"> Base ten Concrete models Problem types Flexibility <ul style="list-style-type: none"> Invented algorithms Problem types Multiplication and addition <ul style="list-style-type: none"> Fluency <ul style="list-style-type: none"> 3 - (1-10) Conceptual <ul style="list-style-type: none"> Base ten Concrete models 	<ul style="list-style-type: none"> Planning annotations - focus time IA data ● Unit assessments

		<ul style="list-style-type: none"> ▪ arrays ▪ Problem types ○ Flexibility <ul style="list-style-type: none"> ▪ Invented algorithms ▪ Problem types • Fractions <ul style="list-style-type: none"> ○ Conceptual <ul style="list-style-type: none"> ▪ Concrete models <ul style="list-style-type: none"> • Unit fractions • addition/subtraction • multiplication/division ○ Flexibility <ul style="list-style-type: none"> ▪ Invented algorithms ▪ Problem types • Decimals <ul style="list-style-type: none"> ○ Conceptual <ul style="list-style-type: none"> ▪ Base ten - concrete models <ul style="list-style-type: none"> • addition/subtraction ● multiplication/division 	
		Standards based assignments in Dreambox	<ul style="list-style-type: none"> • assignment success rates at minimum ___%+ • Student usage at ___ lessons per week ● IM CFAs
2	Continue to implement PLC practices by conducting collaborative team time in	Implement centers from IM unit or pre-unit in work stations	<ul style="list-style-type: none"> • Center exit ticket/artifacts • IM CFAs created with all of the team using them.

	the Master Schedule.		
		Implement (school-wide, grade level) group protocol Link here:	<ul style="list-style-type: none"> ● Weekly Use of data tracker ● Weekly Use of protocol template ● Minimum __ small groups met per week
		School wide system of collecting data over time	<ul style="list-style-type: none"> • Walkthrough data • Student learning targets stated and on board • Visual display and Use of Know/Show charts during
		Bolstering Instructional routines <ul style="list-style-type: none"> • discourse • Academic laps • MLRs questioning 	<ul style="list-style-type: none"> • Walkthrough data • IM CFAs
3	Use HQIM during Tier 1 Instructional Time.	Develop timeline aligned with district PD/data days	<ul style="list-style-type: none"> • School PD/planning calendar • timelines/benchmarks
		Content based learning <ul style="list-style-type: none"> • Major work standards <ul style="list-style-type: none"> ○ Problem study Math Talks 	<ul style="list-style-type: none"> • PLC agendas • Planning • annotations
		Attending to the 5 parts of the IM lesson	<ul style="list-style-type: none"> • Cool down data • Observational walkthroughs

Drivers	Action Steps	Deliverables	Drivers
Use HQIM during Tier a Instructional Time.	Implement district adopted curriculum with fidelity in all grade level classrooms – utilizing the common language from the program.	Lesson plans Classroom Observations Instructional Walks	Not Started
	Teachers will have the opportunity to observe model lessons for district based curriculum programs and mathematical best practices. Teachers will receive on-going training and support implementation within the classrooms. This will include district offered professional development, colleague visits, school-based PD, and other PD to support the needs of staff and scholars.	Agendas & Sign-in Sheets PD Calendar Instructional Walks	Not Started
	Provide teachers with timely and quality feedback using the Arkansas Educator Effectiveness System. Feedback is fundamental to any growth-oriented system. Teachers derive immense value from receiving feedback on their teaching practices. Providing teachers with feedback is not about criticism but rather about fostering professional development, improving teaching methodologies, and ultimately enhancing the quality of education. Giving teachers feedback is essential and contributes to the overall advancement of the education system.	Educator Effectiveness System Teacher Observations	Not Started

Drivers	Action Steps	Deliverables	Drivers
Implement an intervention period during Small Groups and Rotations.	Identify scholars to receive Tier 2 and Tier 3 intervention for mathematics..	SBIT Agendas and Notes	Not Started
	Utilize a data warehouse to monitor and track scholar progress in Tier 1, Tier 2, and Tier 3.	TBD	Not Started
	Continue implementing the Dreambox program and ensuring scholars receive targeted instruction in reading components. Teachers will use Dreambox Lessons to support scholar-based interventions. (Dreambox usage and growth will be monitored.)	Dreambox utilization reports.	Not Started
	The Site-based Intervention Team will meet bi-weekly to discuss scholar progress, classroom observations, and data.	SBIT Agendas and Notes	Not Started
			Not Started
			Not Started

Drivers	Action Steps	Deliverables	Drivers
Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.	Ensure time for various building-level teams to meet and use Collaborative Team (PLC) time to establish and continually revisit grade-level and class goals to monitor scholar progress toward grade-level standard proficiency. (The four essential questions for PLCs will guide meetings to improve instructional practices and analyze scholar work and performance data.)	PLC Agenda and Notes Master Schedule	Not Started
	Data meetings will be held bi-weekly and planning meetings will be held bi-weekly.	PLC Agenda and Notes Master Schedule	Not Started
	Hold data conferences with scholars to determine individual achievement goals and develop plans to reach their achievement goals.	Leadership Binders	Not Started
	Classroom teachers will utilize collaborative planning times to plan quality Tier 1 instruction that includes differentiation, small group intervention, and enrichment.	PLC Agenda and Notes	Not Started
			Not Started
			Not Started

Quarter 1

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?

<ul style="list-style-type: none"> What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Use HQIM during Tier 1 Instructional Time				
Implement an intervention period during Small Groups and Rotations.				
Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.				
Quarter 2				
Questions <ul style="list-style-type: none"> What progress has been made towards the goal? What successes can you build on? What areas need additional focus? What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps

Use HQIM during Tier 1 Instructional Time				
Implement an intervention period during Small Groups and Rotations.				
Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.				
Quarter 3				
<p>Questions</p> <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Use HQIM during Tier 1 Instructional Time				

Implement an intervention period during Small Groups and Rotations.				
Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.				
Quarter 4				
<p>Questions</p> <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Use HQIM during Tier 1 Instructional Time				
Implement an intervention period during Small Groups and Rotations.				

Continue to implement PLC practices by conducting collaborative team time in the Master Schedule.				
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SCHOOL CULTURE (LRSD Board Goals)

SMART Goal:

Williams Magnet School will continue to cultivate an innovative, inclusive, and engaging culture of leadership through the Leader in Me (LIM) transformational process that deepens the paradigm shift and way of living through The 7 Habits of Highly Effective People resulting in positive behaviors that further develop ownership and pride for all stakeholders, with a focus on Habits 3—Put First Things First and 4—Think Win-Win.

Current Supporting Data (add or link all data around this category here):

- Use of Leader in Me curriculum
- Agenda from Lighthouse Team
- Staff, Scholar and Parent Surveys

Priority 1	Priority 2	Priority 3
Implement Leader in Me	Provide LIM training for staff and scholars	
<p>End of the Year Outcomes: Collaborate to provide a positive change in culture in learning. We want to increase the favorable perception of the social and learning climate of the classroom by 15%.</p> <p>Have fully functional Lighthouse Teams for both staff and scholars.</p>	<p>End of the Year Outcomes: Coaching will be provided throughout the year, as well as materials to implement and ongoing professional development.</p>	<p>End of the Year Outcomes:</p>
<p>Benchmarks: In the Spring of 2024, our 3rd – 5th grade scholars were surveyed and only 65% responded favorably about their perception of the overall</p>	<p>Benchmarks: The goal is to have 100% staff trained in the LIM program by the end of the year. Goal to host our 1st Leadership Day this</p>	<p>Benchmarks:</p>

social and learning climate of the classroom.	Spring.	
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	Priority	Drivers	Success Metrics
1	Implement Leader in Me	<p><u>Daily Lessons:</u> Short in-class lessons help students to both discover the 7 Habits, and understand the key concepts within them. The more students are engaged in the learning process, the more they internalize the leadership content and apply it in their own studies. This internalization enables students to think critically, apply the habits in day-to-day situations, and move to the application, evaluation, and synthesis levels of Bloom's taxonomy.</p> <p>The 7 Habits lesson plan resources can help establish class mission statements, class leadership roles, and regular class discussions on leadership topics.</p>	<ul style="list-style-type: none"> ● Classroom Observations 8 – 12 per week ● Scholar Surveys ● Behavior data
		<p><u>Leadership Notebooks:</u> Leadership Notebooks provide a place for students to keep their individual mission statements, notes about the 7 Habits, and personal reflections and highlights. It also helps them track their academic data, set goals, and consistently track progress on those goals, giving them the ability to “course-correct” at any time.</p>	<ul style="list-style-type: none"> • Observation of the use of the Leadership Notebooks • Scholar-led conferences (3rd – 5th grade)
2	Provide LIM training for staff and scholars	<p><i>Achieving Our Summit:</i> We will be able to empower our students to achieve</p>	<ul style="list-style-type: none"> • Sign-in sheets

		growth by applying the practices of Leader in Me improvement process to get results.	<ul style="list-style-type: none"> • Classroom observations • Teacher Surveys
		Core Coaching: Will help our school implement the content from the workshops, deepens the new learning, and advances progress on achieving your targeted results. The research is very clear that the pathway to ensuring theory turns into implementation is through the addition of coaching. Leader in Me Core Coaching is available in four bundles, with increasing impact at each level:	<ul style="list-style-type: none"> • Sign-in sheets • Classroom observations • Teacher Surveys

Drivers	Action Steps	Deliverables	Drivers
Implement Leader in Me	School staff engage with <i>Leader in Me</i> learning through workshops and coaching, then incorporate highly effective practices in their roles and school communities.	Agendas & Sign-in Sheets	Not Started
	Create a physical environment that communicates the worth and potential of all community members.	Classroom visits Behavior Data	Not Started
	Teach students how to set, track, and achieve goals in a Leadership Notebook.	Leadership Binder	Not Started

	The Lighthouse Team (Guiding Coalition) represents the school, acting as a shared decision making system to identify areas of improvement that supports scholar achievement and building success.	Agendas & Sign-in sheets	Not Started
	Facilitate daily scheduled time for direct-teaching in the classroom of the 7 Habits to help scholars learn appropriate behavior, social-emotional control, and develop leadership skills using Discovering the Leader in Me curriculum resources. (Title 1 funding support.)	Master Schedule	Not Started
	Conduct a book study using the Get off the Bench by Sidney Moncrief and Growth Mindset by Carol Dweck, Characteristics of a Growth Mindset. <ul style="list-style-type: none"> You believe that achievement are down to effort, not just inherent talent. You're willing to learn from your mistakes and find value in criticism. You believe that your intelligence and ability can be developed. You're willing to ask questions and admit when you don't know something. 	Agendas & Notes	Not Started
	Establish individual, class, and school behavior goals, monitor discipline data, and celebrate goal achievement frequently with BEHAVIORAL INCENTIVES funded by Title 1.	Grade level displays of data tracking	
	Continue implementation of Restorative Practice Classroom as alternative to suspension and to further support a focus on internalization of the 7 Habits and PBIS structures.	Behavioral Data	

Drivers	Action Steps	Deliverables	Drivers
Provide LIM training for staff and scholars.	Continued development of leadership, culture, and academics through sustained implementation and academic achievement coaching.	Leader in Me Training Agendas & Sign-in Sheets	Not Started
	Build adult capacity for modeling interpersonal skills and leadership competencies through the 7 Habits.	Observations	Not Started
	Establish a culture of trust, belonging and psychological safety through authentic relationship building and systems for student voice.	Surveys Observations Scholar Lighthouse Team Agendas & Notes	Not Started
	Create a physical environment that communicates the worth and potential of all community members.	Observations	Not Started
	Teach students how to set, track, and achieve goals in a Leadership Notebook.	Leadership Binders	Not Started
	Continued development of leadership, culture, and academics through sustained implementation and academic achievement coaching.	Leader in Me Training Agendas & Sign-in Sheets	Not Started
	Build adult capacity for modeling interpersonal skills and leadership competencies through the 7 Habits.	Observations	

	Establish a culture of trust, belonging and psychological safety through authentic relationship building and systems for student voice.	Surveys Observations Scholar Lighthouse Team Agendas & Notes	
	Create a physical environment that communicates the worth and potential of all community members.	Observations	
	Teach students how to set, track, and achieve goals in a Leadership Notebook.	Leadership Binders	

Quarter 1

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Implement Leader in Me.				
Provide LIM training for staff and scholars.				

Quarter 2

<p>Questions</p> <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Implement Leader in Me.				
Provide LIM training for staff and scholars.				
Quarter 3				
<p>Questions</p> <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Implement Leader in Me.				
Provide LIM training for staff and scholars.				
Quarter 4				

Questions <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Implement Leader in Me.				
Provide LIM training for staff and scholars.				

RECRUITMENT & RETENTION (LRSD Board Goals)

SMART Goal:	Kindergarten is the essential level that we will need to focus on to recruit scholars and families to Williams Magnet School. With a target enrollment of 450 scholars, we will need to maintain an active enrollment of 75 scholars in kindergarten each year, with those scholars remaining until the end of their 5th-grade year.		
Current Supporting Data (add or link all data around this category here):			
<ul style="list-style-type: none">● Parent, Staff, and scholar surveys.● Current Research about Magnet Programs.● Enrollment Trend Data● Application process for Williams Magnet School			
Priority 1	Priority 2	Priority 3	
Retention of Staff and Scholars	Recruitment of Staff and Scholars		

End of the Year Outcomes: <ul style="list-style-type: none"> • Maintain the enrollment health of the school by retaining all eligible scholars to return the following academic year. • Maintain the current eligible staff of the school to return the following academic year. • Increase favorable staff perceptions. • Increase favorable scholar perceptions. • Increase favorable parent perceptions. 	End of the Year Outcomes: <ul style="list-style-type: none"> • With a goal of 450 scholars, we will recruit a health kindergarten class for the 2025-2026 school year and fill in gaps at other grade levels to reach our goal. 	End of the Year Outcomes:
Benchmarks: <ul style="list-style-type: none"> • 100% of eligible staff and scholars return for the 2025-2026 school year. • Increase the Staff-Leadership Relationships from 59% to 70% based on survey results from Panorama. • Increase the Scholar perception of school climate from 66% to 76% based on survey from Panorama. • Increase the Parent perception of school climate from 80% to 90% based on survey from Panorama. 	Benchmarks: <ul style="list-style-type: none"> • Increase the overall enrollment for the 2025-2026 school year compared to the 2024-2025 school year by 20 scholars. 	Benchmarks:

	Priority	Drivers	Success Metrics
1	Retention of Staff and Scholars Recruitment of Staff and Scholars	<u>Academic programming:</u> Ensure a high quality core content program that promotes academic success of all scholars.	<ul style="list-style-type: none"> • Retention rate of 90% staff and scholars.

		<p><u>Magnet programming:</u> Ensure a high quality magnet program with a specialized programming that is engaging and will attract a diverse scholar body from across the district that emphasizes innovative instructional approaches like project-based learning (STEAM).</p>	<ul style="list-style-type: none"> • Development of Magnet Theme • Committee meeting notes • Committee Recommendations
		<p><u>Academic programming:</u> Ensure a high quality core content program that promotes academic success of all scholars.</p>	<ul style="list-style-type: none"> • Academic performance of scholars on CFAs • Interim Assessments • ATLAS
		<p><u>Magnet programming:</u> Ensure a high quality magnet program with a specialized programming that is engaging and will attract a diverse scholar body from across the district that emphasizes innovative instructional approaches like project-based learning (STEAM).</p>	<ul style="list-style-type: none"> • Increase in scholar enrollment.
2	Recruitment of Staff and Scholars	<p><u>Academic programming:</u> Ensure a high quality core content program that promotes academic success of all scholars.</p>	<ul style="list-style-type: none"> • Academic performance of scholars on CFAs • Interim Assessments • ATLAS
		<p><u>Magnet programming:</u> Ensure a high quality magnet program with a specialized programming that is engaging and will attract a diverse scholar body from across the district that</p>	<ul style="list-style-type: none"> • Increase in scholar enrollment.

		emphasizes innovative instructional approaches like project-based learning (STEAM).	
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Drivers	Action Steps	Deliverables	Drivers
Retention of Staff and Scholars	Staff Retention: <ul style="list-style-type: none"> • Competitive salaries • Adequate resources • Opportunity for leadership roles • Job Satisfaction • Staff voice / Staff engagement • Staff-Leader Relationships • School Climate 	Surveys Instructional Materials Agendas Minutes / Notes Feedback	Not Started
	Scholar Retention: <ul style="list-style-type: none"> • Regular Communication • Retention Campaign • Early engagement with the Next Grade Levels. • Utilizing data 	Surveys Newsletters Emails Phone Calls PTA Family Nights / Events Conferences	Not Started

Drivers	Action Steps	Deliverables	Drivers
Recruitment of Staff and Scholars	Staff recruitment – In partnership with the District HR department, we will level the competitive salary and benefits package with the overall school environment that exist at Williams Magnet to	Partnership with HR Recruitment evidence	Not Started

	recruit future educators to our campus.		
	Ensure that we have a strong mentor program for beginning educators that fosters growth in their skill set.	Mentor-Mentee Notes	Not Started
	Scholars – In partnership with our Pre-K program and local educational centers, we will develop a recruitment plan that involves engaging these stakeholders and inviting them to our campus for tours and special events.	School recruitment events Sign-in sheets	Not Started
	Scholars – Use Social Media and other platforms to highlight the events and scholar achievement that is taking place at Williams Magnet.	Posts on Social Media Sign-in sheets from recruitment events	Not Started
	Scholars – Promote Scholar Successes.	Evidence of celebrations posted to Social Media, Newsletters and other form of advertisement.	Not Started
			Not Started

Quarter 1

Questions

- What progress has been made towards the goal?
- What successes can you build on?
- What areas need additional focus?
- What actions/next steps will you and your team pursue?

Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
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Retention of Staff and Scholars				
Recruitment of Staff and Scholars				
Quarter 2				
Questions <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Retention of Staff and Scholars				
Recruitment of Staff and Scholars				
Quarter 3				
Questions <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Retention of Staff				

and Scholars				
Recruitment of Staff and Scholars				
Quarter 4				
<p>Questions</p> <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Retention of Staff and Scholars				
Recruitment of Staff and Scholars				

PARENT & FAMILY ENGAGEMENT (LRSD Board Goals)

SMART Goal:

Link to PFE

Williams Magnet School will have consistent communication through classroom newsletters, PTA social media platforms, campus Facebook page and Class Dojo regarding campus events and ways to support our scholars. The campus will offer quarterly surveys requesting feedback on ways to support our scholars.

Current Supporting Data (add or link all data around this category here):

Parent Survey
Sign-in sheets
Photographic evidence

Priority 1

Priority 2

Priority 3

Increase parental engagement at Williams Magnet School.

End of the Year Outcomes:
We will work to increase our PTA membership.

End of the Year Outcomes:

End of the Year Outcomes:

Benchmarks:
We will work to increase our PTA membership by 20 families over last year of 45 families.

Benchmarks:

Benchmarks:

	Priority	Drivers	Success Metrics
1	Increase parental engagement at Williams Magnet School.	We will work to increase our PTA membership.	<ul style="list-style-type: none"> ● 50% Increase in PTA Memberships ● Agendas and Sign-in sheets

Drivers	Action Steps	Deliverables	Drivers
Increase parental engagement at Williams Magnet	Parents will engage in frequent chats, surveys, and meetings to ensure consistent communication between school and home.	Thrillshare Zoom Survey results Sign-in sheets Agendas Other informational materials	Not Started
	Consistent collaborate and communicate with parents through newsletters and social media	Newsletters Social Media posts	Not Started
	Schedule a minimum of two parent teacher conferences per school year.	Calendar Sign-in sheets	Not Started
	Provide instructional methods and materials to parents to support home learning activities as appropriate.	Instructional materials	Not Started

Quarter 1

<p>Questions</p> <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Increase parental engagement at Williams Magnet School.				
Quarter 2				
<p>Questions</p> <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Increase parental engagement at Williams Magnet School.				
Quarter 3				
<p>Questions</p> <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? 				

<ul style="list-style-type: none"> ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Increase parental engagement at Williams Magnet School.				
Quarter 4				
<p>Questions</p> <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Increase parental engagement at Williams Magnet School.				

MAGNET PROGRAM/ACADEMIES (LRSD Board Goals)

SMART Goal:

Williams Magnet will create a team to develop a 'reimagined' Magnet Theme for our campus. The term 'magnet' refers to how these schools attract scholars across traditional school boundaries with innovative curricula to desegregate racially isolated schools or to reduce racial isolation in a district or consortia of districts. Magnet programs' innovative, theme-based curricula may emphasize certain subjects, such as visual and performing arts or science, technology, engineering, and mathematics, or adopt distinct instructional models, such as dual language or the Montessori or International Baccalaureate programs. Individual states, LEAs, or schools may have other definitions of a magnet school. While curriculum and instruction are separate concepts, they are interdependent and often developed in tandem. In magnet schools, curricular and instructional approaches should be theme- and evidence-based; interdisciplinary and dynamic; rigorous and relevant; and tailored to the needs, interests, and talents of the individual learners to ensure equitable academic success for all scholars. Taking a process that happens anywhere at any time. collaborative approach to curriculum and instruction helps to transform magnet teaching and learning into an organic

Current Supporting Data (add or link all data around this category here):

Priority 1	Priority 2	Priority 3
Develop a Magnet Theme for Williams Magnet.		
End of the Year Outcomes: Currently, Williams is a Magnet School without a focus or theme. We will begin the process of developing a focus and theme for our campus.	End of the Year Outcomes:	End of the Year Outcomes:

	Priority	Drivers	Success Metrics
1	Develop a Magnet Theme for Williams Magnet.	We will form a committee to develop a Magnet Theme for Williams Magnet.	<ul style="list-style-type: none"> ● Agendas and Sign-in sheets ● Minutes and Notes ● Recommended Theme

Drivers	Action Steps	Deliverables	Drivers
We will form a committee to develop a Magnet Theme for Williams Magnet..	Utilize Lighthouse Team - Effective leadership and management are pivotal for transforming an organization and driving its change, shaping the magnet school culture, and ensuring optimum use of resources to achieve magnet objectives and student outcomes. Magnet leadership is a collaborative effort by district, school, and community stakeholders.	Agendas Minutes / Notes	Not Started
	Create communications protocols - Effective communication promotes the magnet vision and mission, establishes stakeholder buy-in, garners active participation by stakeholders, and fosters successful magnet school implementation. Communication should be planned, coordinated, and continuous; address concerns swiftly; ensure	Newsletters Social Media Posts Agendas	Not Started

	smooth magnet school operation; and facilitate stakeholder harmony.		
	Create a 'Reimagined Theme' for Williams Magnet - Theme-based education enables students to apply their cognitive skills to real-life situations coherently and holistically using exploration to improve reasoning, problem solving, creative thinking, and communication skills. A successful magnet school clearly defines its theme and plans how it will be embedded in all aspects of the magnet program. The theme should be integrated into the school building esthetics, school culture, core magnet components, and all decision making.	Agendas Minutes / Notes	Not Started
	Create the role of Magnet School Coordinator. Their role will consist of coordinating all functions of the Magnet Program at Williams Magnet School. Primary Duties/Responsibilities will be to plan and conduct theme-based professional development for teachers and create articulation with other Magnets and Organizations to discuss best practices.	Requisition and approval from District Job description Agendas Sign-in sheets Minutes / Notes	Not Started

Quarter 1				
Questions <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Develop a Magnet Theme for Williams Magnet.				
Quarter 2				
Questions <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Develop a Magnet Theme for Williams Magnet.				
Quarter 3				
Questions <ul style="list-style-type: none"> ● What progress has been made towards the goal? 				

<ul style="list-style-type: none"> ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Develop a Magnet Theme for Williams Magnet.				
Quarter 4				
Questions <ul style="list-style-type: none"> ● What progress has been made towards the goal? ● What successes can you build on? ● What areas need additional focus? ● What actions/next steps will you and your team pursue? 				
Initiative	Progress (Data)	Successes	Additional Focus	Next Steps
Develop a Magnet Theme for Williams Magnet.				