

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Ami Potts
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hobbs Williams Elementary School
(As it should appear in the official records)

School Mailing Address 1635 South East 14th Street
(If address is P.O. Box, also include street address.)

City Grand Prairie State TX Zip Code+4 (9 digits total) 75051-3482

County Dallas County

Telephone (972) 522-2700 Fax (972) 522-2799

Web site/URL https://www.gpsid.org/williams E-mail Ami.Potts@gpsid.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Linda Ellis E-mail linda.ellis@gpsid.org
Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Grand Prairie ISD Tel. (972) 264-6141

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Aaron King
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 10 High schools
 - 0 K-12 schools
- 41 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	53	37	90
1	56	48	104
2	43	46	89
3	50	49	99
4	57	52	109
5	54	64	118
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	313	296	609

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 2.6 % Asian
 - 11.5 % Black or African American
 - 79 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 5.7 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 17%

If the mobility rate is above 15%, please explain:

The community surrounding Hobbs Williams Elementary is made up of low income, single family rental homes and section 8 apartment complexes. Many of the families do their best to make ends meet and move at the end of the existing lease to a location they can afford, even if it means moving their child mid-year.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	56
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	52
(3) Total of all transferred students [sum of rows (1) and (2)]	108
(4) Total number of students in the school as of October 1, 2018	633
(5) Total transferred students in row (3) divided by total students in row (4)	0.17
(6) Amount in row (5) multiplied by 100	17

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Arabic, Tamil, Yoruba, Vietnamese

English Language Learners (ELL) in the school: 41 %
249 Total number ELL

7. Students eligible for free/reduced-priced meals: 88 %

Total number students who qualify: 533

8. Students receiving special education services: 9 %

56 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>8</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	34
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Hobbs Williams Elementary is to build life-long learners by developing relationships, motivating and inspiring students, and promoting academic excellence.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Grand Prairie Independent School District (GPISD) educates more than 29,000 diverse students on forty-one campuses in north Texas. The district covers fifty-eight square miles of the Dallas-Ft. Worth metropolitan region. Located in the heart of the district, Hobbs Williams Elementary School serves over 600 learners in kindergarten through fifth grade. The school is named after a wonderful educator who motivated and inspired students and faculty in Grand Prairie ISD for 30 years. As you walk down the halls of the school, street signs provide a glimpse into the life of Hobbs Williams. Mr. Williams was born and grew up in Sulphur Springs, Texas. He attended the University of Texas at Austin before serving with the U.S Army Air Forces during World War II. After the war, he returned to college on a baseball scholarship. Mr. Williams hit a grand slam in the first College World Series, but it was his impact on youth as an educator in Grand Prairie ISD that is considered his greatest legacy. Hobbs Williams considered it an honor to teach and those who worked with him felt honored to be part of his vision for students and schools. During his career, Mr. Williams served as teacher, coach, and administrator. He retired as superintendent of schools in 1986. In 2008, when the name of Grand Prairie Elementary was changed to honor Mr. Williams, a new mission was also adopted. The mission of Hobbs Williams Elementary is to develop relationships, motivate, and inspire students and promote academic excellence.

Hobbs Williams Elementary serves a diverse community of children and families. Eighty-eight percent of learners in the school are classified as economically disadvantaged. Almost half of the students enrolled are from Spanish speaking homes. Across the United States, children from low income families learning English as a second language are likely to have lowest scores and are at high risk of dropping out of school. In 2015, Hobbs Williams Elementary did not have the programs in place to meet the needs of diverse learners and the school was in danger of failure. To overcome situational challenges, a team of school leaders met with stakeholders to restructure school programs. The committee focused school reform on culturally responsive programs with components designed to inspire and motivate academic, socio-emotional, and physical needs of campus learners.

Hobbs Williams Elementary educators view learning as a progressive process that spans languages, content areas, and grade levels. Texas Essential Knowledge Skills (TEKS) are the basis of teaching and learning. Teachers, students, and families use data to set academic goals for each nine weeks and for the school year. Students monitor their own progress using data tracking folders. Very Important Person (VIP) passes are awarded to motivate students and families to meet academic goals.

Teams of Hobbs Williams Elementary educators disaggregate classroom data to identify TEKS to be targeted in classroom, small group, and intervention lessons. Content area teams meet weekly to analyze student expectations for targeted TEKS. Collaborative learning sequences are planned to spiral instruction from the needs of the lowest to the highest performing learner. Textbooks are used as a source of activities, not the scope and sequence driving the instructional plan. To ensure lessons meet the linguistic needs of English language learners, the campus established a two-way dual language model. One-to-one interventions are part of the daily schedule. Target parties are held to inspire learners to meet personal academic goals and to celebrate student, educator, and school success.

Hobbs Williams Elementary campus integrates socio-emotional learning (SEL) lessons into daily class content to motivate learners to make ethical choices and good decisions. The school mascot is the wolf. Each student, educator, and staff member at the campus is part of a unique wolf pack. The wolf pack system is used to promote an atmosphere of family, collaboration, and school spirit. Campus educators lead members in weekly pack competitions designed to engage students in setting individual and group goals, monitoring progress, and adjusting behaviors to improve performance. Pack points motivate learners to earn awards for academic and behavioral accomplishments. A quiet classroom with soothing music, the Zen Den, is available to learners when they need a place to reset and rethink appropriate responses and actions. Learning stations in the Zen Den are designed to inspire positive behavior strategies to overcome emotional reactions. Through participation in SEL lessons and Zen Den activities, students develop responsibility, self-confidence, and a growth mindset. Each trait is essential to the child's future success in school, a career, and life.

Hobbs Williams Elementary educators are dedicated and accountable to each student, each other, and the school. Consequently, students come to school each day ready and eager to learn. Together with families, the school has been successful in achieving its mission. The school currently has met or exceeded all state academic standards and earned all five possible Texas Education Agency academic distinctions. We are the wolf pack. We change lives, one student at a time!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Each learner in Grand Prairie Independent School District (GPISD) is expected to graduate from high school with college credits, a postsecondary degree, or an industry certification. Hobbs Williams Elementary is a kindergarten through fifth grade campus offering an academic plan designed to prepare all learners to succeed in rigorous GPISD secondary and postsecondary programs. The elementary school has developed a Response-to-Intervention (RTI) system that is a key to student success. An online reading screener is administered in kindergarten through second grade and the State of Texas Assessment of Academic Readiness (STAAR) is administered in third through fifth grade to measure grade level mastery of Texas Essential Knowledge and Skills (TEKS). GPISD Quarter Summative tests are administered to continuously monitor mastery of content area TEKS. Electronic reports provide student data for each learner. Teachers use the data to identify standards to be the focus of the subsequent nine weeks. Hobbs Williams Elementary educators identify and explore student expectations of each targeted TEK using GPISD Instructional Focus Documents and plan units of study. Teacher created lessons included TEKS, English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Graphic organizers are developed to depict academic vocabulary necessary to support student mastery of learning standards across grade levels. Anchor charts with lesson objectives are posted in the classroom daily to make certain curricula and assessments meet the depth and complexity of targeted student expectations. Graphs of student data are posted and continually updated to provide visual evidence of academic goals and student growth in each subject area. Content area teams meet weekly with an instructional coach (iCoach) to examine each learner's progress toward meeting student expectations. The team works collaboratively to review and revise curriculum to meet student needs and interests. During meetings, peers plan interactive cooperative learning strategies to engage students in thinking about subject matter, applying skills to solve problems, and developing new products or ideas. Campus leaders revise class schedules, professional development offerings, and instructional resources to reflect the needs of the students and teachers in meeting campus goals.

1b. Reading/English language arts

Hobbs Williams Elementary reading teachers utilize the high-impact balanced literacy approach to empower students to be proficient, lifelong readers. The curricular methodology focuses on developing Texas Essential Knowledge and Skills (TEKS) through explicit skill instruction, the use of authentic texts, and writing across the curriculum. Reading skill lessons focus on explicit and systematic development of word study skills in the five components of reading: phonology, phonics, vocabulary, fluency, and comprehension. Each teacher instructs at least three guided reading groups daily to ensure learning is personalized to meet each child's needs.

The campus has created a separate literacy library to house kindergarten through fifth grade leveled texts and other literacy resources for teachers to check out. The literacy library also enables teachers to access print and electronic books at the appropriate reading level for individual students. In kindergarten through second grade guided reading instruction is focused on learning to read. In these grades, small group guided reading sessions integrate explicit skill instruction, language exploration, and multiple readings of authentic leveled text to develop reading abilities. In third through fifth grade student instruction is focused on reading to learn. In these grades, small group guided reading sessions target the development of reading fluency and comprehension skills. Because each minute of learning is precious, the campus has created kindergarten through fifth grade Literacy Stations. Each station is designed to meet a Reading or English Language Arts (ELA) standard and labeled to include the TEK and associated student expectations. The stations have become an important tool in differentiating instruction for students performing below and above grade level. Students are assigned an academic partner based on reading and student data. The stations provide a method for teachers to scaffold activities to meet individual learner needs. The stations also provide an active learning environment for students to work as peers to develop communication, reading, language arts,

English language, and problem solving skills.

Writing across content areas begins in kindergarten at Hobbs Williams Elementary. Anchor charts are used in each classroom to display student expectations. After teaching a concept or skills, educators use question stems to prompt writing. Academic vocabulary is reviewed and strategies for recording thoughts are modeled. Integrating a writing activity into each content area lesson reinforces concepts from the lessons, develops basic writing skills, and provides a means for teachers to evaluate student mastery of learning.

In addition to the online reading screener and STAAR reading assessments, Hobbs Williams Elementary reading teachers administer universal screeners in each grade level at the beginning-of-year (BOY), middle-of-year (MOY) and end-of-year (EOY). The assessments allow teachers to assess each student's instructional reading level, detect student error patterns during oral reading, and to design instruction that is responsive to student needs. When learners are not progressing as expected, teachers provide targeted instruction during a schoolwide intervention period. Technology-based reading programs are used as an intervention tool to accelerate learning and close achievement gaps. In 2019, the data-based RTI system that empowers teachers to design reading lessons, instructional strategies, and intervention activities based on student needs and interests resulted in 93% of Hobbs Williams Elementary students meeting state Reading/ELA standards.

1c. Mathematics

Hobbs Williams Elementary students come to school with a multitude of background experiences. This diversity led to taking a more individualized approach to mathematics. Understanding that the majority of our students lack real life experiences that are essential to understanding mathematics, teachers use a personalized instructional approach to meet the needs of each diverse learner. Through real life math situations and data driven instructional strategies the students at Hobbs Williams are set up for success beginning in kindergarten. Students receive ninety minutes of math instruction daily.

Students begin mathematics class with a collaborative activity designed to build basic math concepts and complex reasoning abilities. During the activity, students use GPISD math mats to analyze, conceptualize, and solve real-world problems. For each step of the process, there is space on the mat to show work and to explain ideas. The collaborative activity includes working with peers to complete each step of the problem or sharing the approach used to solve the problem upon completion. As students work together they begin to see relationships between different approaches resulting in the development of complex problem solving skills and confidence in their own abilities to achieve mathematics goals.

The second component of math instruction focuses on mastery of Texas Essential Knowledge and Skills (TEKS). Teachers correlate student scores from GPISD Quarter Summative tests and the State of Texas Assessment of Academic Readiness (STAAR) to target TEKS for classroom instruction. Differentiated lessons are designed by each classroom teacher to spiral to the highest performing learner in the class. Through explicit instruction, students move from using manipulatives, to drawing pictures, and ultimately, to using numbers and symbols to represent math processes. The sequenced curriculum framework empowers students to make meaningful connections and master essential math concepts and skills.

The third component of math instruction, guided math, is designed to accelerate and enrich student learning. Students are enrolled in a technology-based math program at the beginning of the school year. Benchmark tests are administered in the program at least six times each year. Electronic reports are used determine a baseline of mastery, track performance toward meeting math standards, and identify achievement gaps. Teachers use the data to design accelerated math activities to be taught during guided math. In the small group learning sessions, students advance learning to meet and exceed state standards of mastery.

During each component of math instruction, students are expected to communicate learning and ideas with peers. Teachers use academic vocabulary, sentence stems, and journal entries to engage students in expressing ideas. Students use personal technology devices to record, publish and share information with peers. Speaking and writing about activities and experiences empowers each learner to organize strategies and ideas, use academic vocabulary, and share mathematical thinking. In turn, campus math teachers use the

information to assess teaching and learning.

Hobbs Williams Elementary educators utilize math stations and technology tools into teacher-led, peer mediated, and independent lessons to personalize instruction. Kindergarten through fifth grade math stations are designed to meet mathematics standards and labeled to include the TEK addressed, as well as, differentiation and a student accountability component. Each station leads learners to explore, explain, and evaluate math knowledge and skills with peers. In 2019, the personalized approach to math instruction resulted in 94% of Hobbs Williams Elementary students meeting state mathematics standards.

1d. Science

Hobbs Williams Elementary science curriculum is based upon Texas accountability standards, the Texas Essential Knowledge and Skills (TEKS). Lessons are designed to meet student expectations of the TEKS through a program that includes visual literacy, academic vocabulary, conceptual development, inquiry techniques, and student communication. Teachers use STAAR assessment data to target TEKS to be taught each nine weeks and Quarter Summative tests to monitor student progress. During science class, students are taught to interpret diagrams, charts, tables and illustrations used in science. The teachers introduce learners to academic vocabulary through pair and group work designed to encourage students to discuss how the visual is connected to the concept being taught. The school's approach of using visual literacy within a communicative context builds understanding of science concepts and promotes natural language acquisition.

Hobbs Williams Elementary science classes are devoted to grade level instruction of science TEKS to promote conceptual development through investigations and observations. In Hobbs Williams Elementary science labs and classrooms, students observe and explore the fields of physical, earth and life sciences. The structure of classroom routines promotes scientific thinking. During investigations students use science materials, equipment, and models to interact with natural phenomena. Information and data collected enables peers to compare findings to conventional thought, test ideas through student-driven experimentation, and generate scientific explanations and new ideas. Campus educators use natural learning environments including the school garden to build core science ideas and apply scientific inquiry methods to solve real-world problems. Fourth and fifth grade learners take study trips to the district planetarium and nature center to further explore the natural world.

Hobbs Williams Elementary students use journals, design classroom posters, and create charts and diagrams to record and reflect on learning. Technology tools including interactive notebooks, research sites, and simulations help students obtain information and connect with new generation science content in a deeper way. Student reflections provide teachers with insight to student thinking. These observations are used to explore student perceptions and further develop scientific knowledge and thinking.

1e. Social studies/history/civic learning and engagement

The Hobbs Williams Elementary social studies curriculum approach teaches TEKS through collaborative learning projects, multicultural events, and service learning projects to develop young leaders with the knowledge and skills to understand, participate in, and make informed decisions in their school and community. Social studies curriculum is a rigorous and relevant study of history, geography, economics, government, citizenship, culture; science, technology, and society. The school's vertically and horizontally aligned curriculum is TEKS-based and intended to prepare students to be informed and responsible American citizens in a global society. Teachers use Quarter Summative tests and STAAR assessment data to target TEKS to be taught each nine weeks and monitor student progress. Through project-based explorations, students learn about patriotism, the free enterprise society, and the basic democratic values of our state and nation. Teachers incorporate current events into lessons to address relevant issues and to challenge students to think about news from multiple perspectives.

Teachers at Hobbs Williams Elementary sponsor meaningful learning experiences including Career Day events to challenge students to explore college, career, and military opportunities. Social studies teachers host a Veteran's Day celebration as part of the study of customs, symbols, and celebrations that represent American beliefs and contribute to a state and national identity. As students progress through grade levels,

they learn about the culture of the family, community, state, and nation. Social studies teachers also host a schoolwide Multicultural Club. The extra-curricular activity explores one cultural celebration each month.

Through service learning projects campus learners develop strategies to critically think about and address contemporary social and diverse global realities. With the support of teachers, fourth grade students established a club to address school and community issues. Through the club, students identify and select a problem, gather information, consider options, and implement a solution. Students evaluate the effectiveness of the solution over time and adapt actions to yield positive outcomes. Through active participation in a variety of independent and cooperative problem solving experiences, students are empowered to take their place in society as kind and compassionate agents of change.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Fine arts curriculum at Hobbs Williams Elementary is an integral part of each child's education. All students attend art or music forty-five minutes four times each week. Music and art classes offer unique experiences in performing, creating and responding to the fine arts. TEKS-based lessons explore four basic strands including observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. Fine arts curriculum is designed to promote high-level thinking and reasoning skills to improve each student's capacity to learn and comprehend. Through art, students challenge their imaginations, collaborate with others, and build reflective skills. In music, students perform, create, and respond to music from various time periods and musical genres. Additionally, students sing, play instruments, listen, and move to music, as well as learn to read, notate, analyze, and evaluate music. Students are exposed to music of their culture and from different parts of the world, as well as, many periods of history. Students have an opportunity to belong to the Art Club and Elite Choir which perform at campus and district events.

Hobbs Williams Elementary physical education (PE) curriculum is designed to enhance physical, intellectual, emotional, and social development leading to a healthy body and lifestyle. Students attend PE classes or participate in structured play meeting TEKS standards for at least thirty minutes each day. Exercise is part of each class to enhance dynamic movement, self-management skills, and self-expression. Cooperative and competitive games require students to follow rules, procedures, and etiquette to develop social skills and respect for differences among people. Lessons are designed to promote responsibility, teamwork, sportsmanship, respect, communication, and choices. Physical fitness assessments are conducted in intermediate grades to promote physical fitness and meet requirements of the Physical Fitness Assessment Initiative. Hobbs Williams Elementary hosts a student PE Club that meets after school. During club meetings, students across grade levels build teams, learn necessary skills, and engage in friendly competition.

Hobbs Williams Elementary offers a dual language program for students in kindergarten through fifth grade. Approximately, forty-four English and forty-four Spanish speaking learners in each grade level attend the full-day program. In the two-way model, TEKS-based curriculum is purposefully divided between the two languages. For both groups, reading and writing instruction is presented in the native language, math is taught in English, and science and social studies are taught in Spanish. An assigned Language of the Day is used for common language throughout the building for all students. Students in the dual language program are grouped in bilingual pairs or bilingual groups for participation in learning stations, resource centers, and other enrichment activities. The arrangement allows students to transfer their knowledge of the subjects from one language to the other. The ultimate goal of the program is proficiency in reading, writing, and speaking two languages. The model has proven effective in improving the linguistic and academic achievement of both Spanish and English dominant students based on meeting standards on the Texas Language Proficiency Assessment System (TELPAS) and the State of Texas Assessment of Academic Readiness (STAAR).

The Instructional Media Center provides student and teacher access to technology-based resources. Instructional Media staff uses emerging technologies and electronic resources including learning programs, eBooks, audiobooks, Wikipedia, electronic maps, streaming videos, and Internet sites to introduce learners to electronic learning resources. The specialists work with young learners to use books to research and discover information and to share learning through technology-based presentations. In upper elementary grades, learners are taught to use research to create new knowledge and to communicate ideas through research papers and essays presented electronically. Each learner has a personal technology device with provides access to electronic resources at school and home. Teachers integrate technology into daily lessons in each subject taught.

Hobbs Williams Elementary is committed to preparing students for a bright future. To develop life skills, the school has adopted a social-emotional learning (SEL) curriculum. Teachers at the campus work with students and families to set reasonable short-term and long-term goals. In collaborative learning activities, teachers guide students to develop communication, teamwork, and problem-solving skills. A Zen Den has been established in a campus classroom to provide a soothing atmosphere where teachers can model strategies for thinking through conflict, managing emotions, and exhibiting empathy for others. The den is also a safe place for students to take a “time-out”, think through problems, or regain composure. Through SEL activities, students acquire the knowledge, emotional intelligence, and skills they need to make responsible decisions, establish positive relationships, and achieve a bright future.

3. Academic Supports:

3a. Students performing below grade level

All populations of Hobbs Williams Elementary learners including economically disadvantaged (88%), English language learners (41%), at-risk learners (71%), and students qualifying for special education (9%) meet state standards for academic achievement in all subject areas. Campus educators use a Response-to-Intervention (RTI) system to provide rigorous and prescriptive instruction and meet the academic, language, and behavioral needs of the diverse student population.

Hobbs Williams Elementary administers formative and summative assessments throughout the school year. Data is used to identify baselines of student achievement and continuously monitor progress. Multi-disciplinary teams of educators use the information to create horizontally and vertically aligned curriculum with cyclical lessons designed to spiral from the needs of the lowest to the highest performing learner. Teachers, students, and families use the data to set goals and develop an individual education plan for each learner in the school. In this way, all stakeholders become responsible for academic achievement. Through the RTI process, the family gains an understanding of the standards expected and interventions available to meet goals and the extra time and effort needed to reach achievement goals.

The Hobbs Williams Elementary RTI process consists of three tiers of differentiated instruction, an intervention class, and specialized instructional materials. In tier one class instruction, all students receive high quality, culturally responsive instruction. Teachers provide assistance for struggling learners using individualized coaching techniques. During tier two instruction, educators provide targeted support and increase the explicitness of skill development to groups of students needing alternative strategies to master concepts and skills. In tier three instruction, students are provided intensive intervention by teachers and certified campus personnel. Project-based lessons are implemented at all levels to accelerate learning and provide peer support for meeting student goals. Instructional resources including leveled readers, kindergarten through fifth grade reading and math stations, and kindergarten through fifth grade science kits are used in each tier to meet the personalized needs of each learner. Technology programs are used to administer assessments, provide reports of student progress in real time, and to provide individualized lessons based on progress monitoring data. Each student also participates in a daily intervention class to achieve academic goals.

3b. Students performing above grade level

At Hobbs Williams Elementary, the philosophy of the school is to teach to the top and spiral instruction to the level of the highest performing learner. While providing opportunities for higher-order thinking skills through embedded questions and real-world situations, all students have the opportunity to master skills above grade level on a daily basis through. Teachers use various training methods to differentiate the depth and complexity, as well as pacing of classroom curriculum, allowing students above grade level to have their needs met.

Teachers provide differentiation by pre-assessing students in new content and providing tiered instruction. All students are provided the opportunity to take pre-assessments to determine mastery of curriculum before new units begin. The teachers at Hobbs Williams Elementary use the data from the pre-assessment to design individual plans for students that have an advanced knowledge of the content and to assign daily practice and homework assignments based on the specific needs of each child. This also allows for teachers to strategically differentiate for the needs of various learners in their classrooms. Upon data analysis, students are put into three groups: tier one, tier two, tier three. In tier one, the students have an above level knowledge of the content and are able to work beyond through independent studies and choice boards to expand their learning and will check in with the teacher at least once per week. Students falling in tiers two and three will meet with the teacher more frequently to meet their needs and ensure the content standards are taught. This instructional design meets the talents and interests of students performing above grade level.

The array of challenging learning opportunities at different tiers of difficulty allows students to investigate specific topics of interest and to develop sophisticated products. In addition, the approach enables students to work together in groups to share ideas and increase achievement. At Hobbs Williams Elementary every child has a unique opportunity to take control of their learning and be met where their needs are.

3c. Special education

At Hobbs Williams Elementary, educational data is used to create an academic plan to accelerate academic achievement for each student. Specialized curriculum, individualized instruction, and direct interventions are designed to achieve students' learning goals. Academic growth is charted and student interventions and services are reviewed and revised as appropriate. Once it has been determined a student is not responding to differentiation in regular and intervention classes, the student is referred for a Full Individual Evaluation (FIE). Eligibility for special education services is assessed by district diagnosticians and specialists using appropriate testing instruments. The campus assembles an Admission, Review, and Dismissal committee composed of members of the special education team, administrators, and family members to determine the instructional arrangement for the learner and create an Individual Educational Plan (IEP).

Hobbs Williams Elementary focuses on building success for each child qualifying for special education services by incorporating differentiated instruction, modified assignments and peer support into classroom lessons and interventions. Special Education teachers take the lead in using the IEP to plan evidence-based strategies proven to remediate the identified needs of each student. The specialists work with classroom teachers to collaboratively modify instructional content to meet the varying knowledge and skill levels and meet learner standards. Special education teachers and therapists provide an array of inclusion services to assist teachers in maximizing each student's academic and functional abilities. Techniques include engaging students through multiple learning modalities and individualized instructional formats to support learning during class and collaborative learning experiences. Special education teachers also work with teachers to administer flexible assessments to meet student learning standards, assess student performance, and plan for improvement.

Events are hosted for families of students qualifying for special education services. Topics range from understanding the IEP, to building family relationships, managing problem behavior, and transitioning to middle school. During each event, parents meet other families dealing with similar issues. Through collaboration and sharing, educators guide parents to gather knowledge, help others, and find support.

3d. ELLs, if a special program or intervention is offered

GPISD is an innovative district committed to student success. District campuses have the autonomy to offer specialized programs of study based on the talents, interests, and needs of the student population. Almost half of the learners at Williams Elementary are from Spanish speaking homes. To meet the needs of English Language Learners (ELLs) not only in English as a Second Language (ESL) classrooms, the school established a two-way dual language model. The goal of the two-way dual language program is for students to achieve biliteracy and academic achievement in English and Spanish. In both the dual language and ESL classrooms, students are supported through lessons that intentionally include the English Language Proficiency Standards (ELPS). Each lesson provides many opportunities for listening, speaking, reading, and writing in order for ELLs to become more competent in English. Fidelity of implementing strategies such as cooperative learning structures, bilingual or academic partners, sentence stems, visuals, vocabulary, technology, and small group instruction have been crucial in increasing student performance. ELL students take the Texas English Language Proficiency Assessment System (TELPAS) to determine their English proficiency in the domains of reading, writing, listening, and speaking. In an effort to continue to increase English language proficiency, Hobbs Williams Elementary developed a monthly system for tracking ELL student progress. Students participate in online reading practice, intentionally write in all content areas, and use technology applications to listen and respond to prompts to enhance their listening and speaking skills. The implementation of these approaches has proven effective in improving the academic and linguistic achievement and diminishing the achievement gap between English language learners and native English speakers. The innovative instructional strategies have served as a catalyst to build unity in our school and community through respecting and valuing the linguistic and cultural background of each learner in the wolf pack.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Hobbs Williams Elementary is the home of the wolves. A wolf pack is an exceedingly complex social unit, an extended family that often works collaboratively to achieve the goals of the pack or to support another wolf's success. Each student and teacher at Hobbs Williams Elementary is part of a unique pack. The acronym pack was created based on positive character traits for students to emulate. "P" stands for perseverance, "A" stands for amistad (friendliness), "C" stands for courage, and "K" stands for knowledge. Each letter represents one pack of students in the school. Each pack has a color, mascot, and crest voted on by its members. The framework of developing character traits through membership in a team has been instrumental in promoting a positive school culture that values high academic performance, team-based learning, and respectful behavior.

One goal of the pack system is to develop positive social behaviors. A bulletin board centrally located in the school displays the crest of each pack, top point earners, and total pack points. Packs meet weekly using the bulletin board display to keep track of team progress. The collaborative aspect of the pack initiative provides opportunities for teachers to model social emotional learning (SEL) strategies. Teacher-guided pack activities encourage students to respect the perspectives of others in making collective decisions to achieve goals. Through pack debates and discussions, students build strategies to contribute confidently and positively as a valued member of the team. During each team meeting, educators provide behavior specific praise and concrete reinforcement to build a united team.

Through the pack system students develop a growth mindset and leadership skills. Students earn pack points by meeting campus expectations for behavior, attendance, and academic achievements. Students keep a personal folder to track progress. Every Friday, the top student point earners from each pack are announced along with the total points earned by each pack. Every nine weeks, grand totals are announced and the pack with the most points earns a special party. The point system leads students to develop a growth mindset. Through the challenge, students understand that knowledge and character traits can be achieved through effort and perseverance. The new-found confidence in their own abilities inspires students to move out of their comfort zone to lead the pack in earning points.

At Hobbs Williams Elementary location does not determine destination. The pack system of building character has empowered students to value their unique talents and interests and to build on these traits to achieve school success. If the road to success is not straight, pack members have the strategies and team support to get back on track.

2. Engaging Families and Community:

Building authentic relationships with families is a priority at Hobbs Williams Elementary. Classroom teachers communicate with parents at least once every two weeks to celebrate student accomplishments or to discuss issues. The communication can be in the form of a phone call or face-to-face meeting. In addition, a monthly school newsletter is sent home in English and Spanish. To further engage families in school activities, the campus hosts Bring Your Parent to Work Day, Muffins with Mom, Donuts with Dad, and Community Career Day events. A popular and influential parent participation program, All Pro Dads, is based on fathers sharing breakfast with their children once each month. During the event, the participants engage in conversations and activities focusing on one positive character trait. Each meeting is focused on building positive parenting practices, relationships and communication. Parents are encouraged to use the Parent Portal, Twitter, Facebook, and Skyward to access school information. The campus Parent Liaison coordinates each event and business partners provide food and materials for events.

Many Hobbs Williams Elementary families have limited access to academic information and instructional resources to positively impact their child's education. To meet the needs of our school community, teachers hold conferences with guardian(s) and their child four times each year to set goals, review progress, and identify appropriate intervention or enrichment sessions. In addition, Math, Science, and Literacy Family

Night events are hosted annually. These group meetings are conducted to introduce families to the academic expectations of learners, provide examples of grade level achievement standards, and technology programs in each content area. In the spring, families attend STAAR Parent Night to learn about current state assessment standards, testing procedures, and dates of the state assessment. The Parent Teacher Association coordinates academic activity. Community businesses provide food, incentives, and materials for meetings. Students earn pack points for attending academic events with their family.

With the varying student needs at Hobbs Williams Elementary, some students require additional social and emotional support in order to close achievement gaps. These needs led to the implementation of the Handprints on Hearts Mentoring Program that is coordinated by the school counselor. Parent and community member volunteers are paired with an individual student. The mentor works to build relationships with the student and to offer encouragement to help the learner reach their full potential.

Hobbs Williams Elementary is committed to bringing together families, school personnel, community members, and business partner resources to strengthen relational capacities and improve student success. In 2019, the campus saw an increase in student attendance, academic scores, closing the achievement gap indicators, and college and career readiness criteria, as well as a decrease in discipline referrals.

3. Creating Professional Culture:

Hobbs Williams Elementary educators go to work each day to teach students academic skills, how to behave appropriately, and how to work together to achieve goals. We believe that in order to have a child's head, you must first have their heart, and use the foundation of Capturing Kids' Hearts in everything we do. Capturing Kids' Hearts is evident throughout the building, with all students and staff. From arriving in the mornings with handshakes, to abiding by classroom social contracts, the campus beats with one heart. The campus atmosphere is warm and inviting and each individual is valued for their unique characteristics and contributions.

The campus has developed a plan for rewarding the outstanding teachers at Hobbs Williams Elementary. This type of effort led to making sure we support and encourage our teachers for their hard work with incentives such as time off, favorite snacks, and duty coverage. Teacher recognition includes a Staff Member of the Month award, nominated and voted on by peers, and a weekly newsletter to honor exceptional teaching and learning. A teacher luncheon is held each nine-weeks for teachers that meet summative assessment grade-level goals. Administrators recommend teachers for district and campus committees based on interests, leadership traits, and career goals. Numerous teachers at Hobbs Williams Elementary serve as facilitators for professional development sessions and have been promoted to district level positions. The pack philosophy of training and supporting teachers as they positively impact students has built a professional culture of success and well-being at the campus.

All teachers at Hobbs Williams Elementary strive for success to ensure all students achieve at the highest level. Collaboration and communication are at the forefront of teamwork. New teachers are given a mentor teacher in a different grade level to provide needed support throughout the year. Teachers are supported by the instructional coach and campus administrators based on their areas of need. Teachers also attend various professional development sessions in their content area in order to grow their skill set. Master teachers model lessons in classrooms of teachers that need further support to assist in their professional growth and impact their students' growth.

From the professional development sessions, modeled peer lessons, and administrator feedback all teachers at Hobbs Williams Elementary are equipped with the tools to engage, teach, and implement various strategies to meet the needs of all of their learners. Teachers are able to see the fruits of their labor and the impact their hard work has on each student. This support has also led to high teacher retention and the success of the school's mission statement.

4. School Leadership:

In 2016, when a new principal took the leadership position at Hobbs Williams Elementary school priorities changed. The leader envisioned a safe place for children where each and every student succeeds. School stakeholders embraced the new way of thinking and adopted the mantra, “EVERYTHING is for kids.” The administrator leads the campus in implementing a leadership structure that focuses on leading by example, unlocking leadership potential, and affording stakeholder autonomy to innovate and achieve the campus mission.

Administrators at Hobbs Williams Elementary set high expectations for academic achievement and believe students, families, staff, educators, and community members are responsible for student success. To provide a mechanism for all stakeholders to contribute to student success, campus administrators put into place a schoolwide incentive program. The model is designed to reward student, class, and grade level growth toward mastering state academic standards. The innovative system requires student, teacher, and parent participation to achieve awards. When problems arise, administrators review the issue and proactively act of feedback to solve the problem. The leadership structure has given rise to a school culture that values collaboration, respect, hard work and commitment. As a result, student attendance and achievement rates at the campus exceed district and state accountability standards.

At Hobbs Williams Elementary, leadership is not an appointed position but part of daily work. Administrators provide real-time student data, an RTI process for data analysis, training responsive to educator and family needs, and ongoing mentoring and coaching support for the campus community. Each student enrolled in the campus works with educators and their family to review performance information, set individual goals, and evaluate educational intervention and enrichment to create an individualized pathway to success. Teachers at Hobbs Williams Elementary use data to make curriculum and instruction decisions, transform educational programming, and restructure school schedules to meet the needs of each learner. Students, parents, teachers and administrators at the campus recognize themselves as leaders with the autonomy to take risks and experiment with new ideas to collaboratively achieve success for each student.

Hobbs Williams Elementary attracts and retains talented teachers who are comfortable using their experience, innovation, and talent to lead from the classroom. At the campus, each teacher is a curriculum author who creates rigorous outcome-based lessons to address individual student needs. Lessons use collaboration, creativity, and inquiry to scaffold learning. Teachers have the opportunity to serve in leadership positions such as Team Leaders and facilitators during Professional Learning Committees. School educators also serve as chairpersons on campus committees and sponsor student clubs. District leadership training is provided for staff members to promote success. Teachers are recognized monthly for outstanding contributions to the campus mission. The focus on empowering teachers to innovate has created a learning system where people from diverse backgrounds can succeed. In 2019, the school earned Texas Education Agency distinctions for student achievement in ela/reading, math, science, as well as closing the gaps, and academic growth.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

According to educational statistics, the majority of learners at Hobbs Williams Elementary are at-risk of school failure. However, that is not the case at our school. Failure is not an option.

After scores on the 2016 State of Texas Assessment of Academic Readiness (STAAR) were unsatisfactory, school leadership searched for educational reforms to restructure the campus into a high expectation, high achievement campus. The team of stakeholders designed a school-wide program Response-to-Intervention (RTI) program with intentional components designed to respond to the academic needs of campus learners.

Educators at Hobbs Williams Elementary use an intentional protocol to identify student mastery, reflect on student progress, and reorganize grade-level structures. Posters representing student, classroom, and grade-level data toward meeting academic goals are posted in a designated room at the school. During data meetings, campus administrators lead teachers to review data on each “scoreboard” and reflect on positive growth. Based on data, educators transform grade level structures to improve student performance such as changing class schedules, reassigning instructors, revising intervention offerings, and selecting supplementary instructional resources to increase student achievement. As educators began making informed decisions resulting in student success, they began to believe in the strength of the team. The result is a campus that believes we are greater together than we are individually.

At Hobbs Williams Elementary, educators use an intentional RTI process to plan purposeful instruction responsive to differences in knowledge, in learning styles, or the rate at which students learn. During RTI meetings, data binders are used to report progress of students across three tiers of instruction to the campus principal. Team members provide feedback, suggest interventions, and plan professional training based on student data and teacher feedback. RTI information is used in PLC meetings to collaboratively plan effective instructional practices using leveled resources. The intentional process provides teacher the information and tools to truly design instruction that meets the needs of learners. As each educator leads learners through appropriately sequenced skill levels, students begin to excel in class. In turn, the young learners begin to believe in their own potential and enjoy success. Success inspires success. Families start to attend educational parent events, support home learning, and rely on educators as mentors. The result is improved achievement rates for students.

Our wolf pack of students, families, and educators are committed to collaboratively building innovative and culturally responsive educational systems to improve student and school success. In 2019, Hobbs Williams Elementary met all accountability standards and earned all five possible academic distinctions, which led to being named an “A” campus by the Texas Education Agency.