

The mission of Williamsburg Independent School District is framed around what we call our “Four Commitments”. These four ideas guide all that we do and serve as the lenses through which we operate, allocate resources, and establish priorities. This can only be accomplished by working with our local stakeholders.

- School Safety
- College and Career Readiness
- Personalized Learning
- On Time Supports

The vision of Williamsburg Independent School District is to create an environment where all students graduate college and/or career ready, where students receive personalized, on time support when needed, where parents and families are active partners in the education of their children, and where students receive quality programming both co-curricular and extracurricular to make the student a well-rounded, balanced individual, all the while maintaining the school spirit and pride that defines Williamsburg Independent.

The mission of the Williamsburg Independent School District Board of Education is to provide a quality educational program focused on academic excellence, student acquisition of knowledge, skills needed for lifelong learning, social well-being and active, responsible citizenship.

Williamsburg Independent School District has developed a plan to improve the learning in our school. A variety of stakeholders have been given opportunity to bring information to the District. A needs survey was provided to families in late spring to collect thoughts on how to improve student learning. Ten percent of families responded to the survey. Our elementary leadership team, headed by the elementary dean, surveyed staff to gather ideas on improving student learning post pandemic. Middle and high school staff do not have a leadership team so there are no formal results for this group. However, the principal conducted informal surveys to gain insight on the needs of the middle and high school. Another source for stakeholder feedback was derived from a District Facility Plan developed by The Local Planning Committee during the 2020-2021 school year. The committee, made up of community members, parents, and school members, developed a plan that prioritizes the needs of our district. District administration has also meet with local businesses to build relationships. These meeting have allowed the district to learn the needs of the community. District and school administration meet regularly to identify needs. Ultimately, these meetings pinpoint deficient areas that arose from the pandemic. Collectively, these groups have given input that has allowed us to develop our plan. The district has also conducted an equity and culture review of the state of the school district after the pandemic.

The funds will be used to implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools. The district will have two full time substitutes working in our building daily to meet the instructional needs when full time staff are unable to work. We will also be replacing an air unit in one section of the school building and clean out the cooling tower to improve air quality. Furthermore, in an effort to better utilize our auditorium space, we will be replacing the lighting and sound system in the auditorium. This space is used for large gatherings and assemblies while allowing for social distancing. Exterior awnings will be constructed to allow for multiple entrance points into the building using the four entry ways in the back of the school building that are used for student

drop-off and pickup. Our two campus playgrounds will be reconfigured and expanded to allow for more play space. The preschool/kindergarten playground will get a new play structure and equipment will be added for our special needs' population. The district will purchase classroom furniture for the preschool through fifth grade self-contained classrooms. This furniture allows for teachers to create new learning opportunities in each room. The elementary teachers will also receive Chromebooks purchased by the district to use in their classroom. These Chromebooks will allow the teacher the freedom to move around the room throughout the instructional time. The district will purchase whiteboards and bulletin boards to put in these classrooms. The district will purchase cafeteria tables so that students are able to eat in the cafeteria. The new tables will allow for students to socially distance from each other. The license for the district website will be purchased to allow for information to go out to stakeholders.

Williamsburg Independent School District will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions. An elementary curriculum specialist position has been created to assist teachers in kindergarten through fifth grade. This individual will work with teachers to improve their delivery of instruction in reading and math. The specialist will also lead professional learning discussions with teachers centered around student data. "Four potential productive activities in which coaches might engage groups of teachers: engaging in the discipline, examining student work, analyzing classroom video, and engaging in lesson study. In addition, two potential productive activities that involve coaches working with individual teachers: co-teaching and modeling instruction." (Gibbons et al., 2017) The district has developed a summer program to address the needs of students in reading and mathematics from kindergarten to eighth grade. "There is promising evidence that students with high levels of academic time on task benefited from the programs and these benefits in both mathematics and language arts." (Augustine et al., 2016) Credit recovery is also part of the summer program for high school students to meet the district's graduation requirements. "Combining an early warning system that flags grade 9 students who fail a course with access to a credit recovery option could help more students on track for graduating with their cohort." (Stevens et al., 2016) The programs focus on academic recovery and academic exploration. The district will provide professional development for staff by Abell & Atherton, Great Minds (Wit & Wisdom), Math in Focus, Standards Based Instruction, and Torch Prep. This professional development will be a continuation of what teachers have received to implement reading, writing and mathematics. Studies provide evidence that PD programs focused on improving teachers' content knowledge and their knowledge about content-specific pedagogy can produce significant gains in teachers' knowledge by the end of the year in which the PD program is implemented. "Improving the teacher workforce will require continued innovation in in-service professional development programs." (Kraft et al., 2018) Torch Prep Boot Camps will be conducted bi-annually to train students on resources used to take standardized tests. These interventions will be for high school students.

Williamsburg Independent School District will spend the remainder of its funds in the following ways. The district will use funds to pay property insurance for the district. The district will purchase unemployment insurance. The district will pay out sick leave payments for retiring staff members. The district will purchase a new school bus to replace a bus that has been on the road for over fifteen years. The new bus will allow the district to continue the rotation that began six years ago to purchase a new bus every two or three years. The district will purchase at

system to track students entering and leaving the building. The system will also track middle and high school students when they leave classrooms during instructional time. Each classroom and common office space used by middle and high school students will have a scanner that is linked to the program. The district will distribute identification badges for students in middle school and high school. These badges will have QR codes on them to allow students movement to be tracked in non-passing time. The district will purchase graduation keepsake items for graduating students. Fuel will be purchased for buses to transport students. The district will purchase a cart for the VR material that must be portable during a time that requires social distancing. The district also purchased additional promethium boards for new spaces created for learning. The district will purchase a laminator that allows for signage to continue to posted throughout the school.

Williamsburg Independent School District will ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students. The district currently has a Read to Achieve teacher and because of the lack of face to face reading instruction during the pandemic, the district created a second reading interventionist position. This interventionist will receive the same training as the RTA teacher. "Increased learning time programs had a statistically significant and substantively important positive effect on literacy achievement for students." (Kinron et al., 2014) The district will purchase Shared Reading for primary teachers to use in Tier I instruction. Primary teachers will be trained by the RTA teachers and the local cooperative. The district will have two teachers and an instructional assistant that will work with the virtual students that are part of the Williamsburg Virtual Academy. These students will receive synchronist instruction from a grade level/content specific teacher but interventions will come from the virtual teachers. The district has also given the schools an extra primary and intermediate teacher to reduce class size. The district has an instructional assistant that focuses on creating independent readers in the primary grades. This person will progress monitor each student multiple times throughout the school year. The district has two students who are working on an apprenticeship with the District Technology Coordinator. This work being done by the apprentices fosters the distance learning in the district. Great Minds (Wit & Wisdom) material for language arts instruction will be purchased annually. TCI (History Alive) material for social studies will be purchased annually. The district will purchase Edgenuity software to allow students the opportunity to recover credits to meet graduation requirements. There are also funds for additional training in reading and mathematics. The district is partnering with Williamsburg Police Department to place a second School Resource Officer in the school. The second officer will teach the DARE program to the elementary students. A reading room will be created for the two primary reading interventionists. This room will be used for instruction and can also be used for professional development because the wall dividing the room will have a two-way mirror to allow for observers to watch reading instruction. The district will purchase supplies for the physical education classes, kindergarten through high school. The equipment will be used to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

The district will purchase school supplies for elementary students so that each student has the specific items teachers are asking for. The district will also purchase cleaning and sanitation supplies for each classroom in the district.

Reference Page

Augustine, C. H., Sloan McCombs, J., Pane, J. F., Schwartz, H. L., Schweig, J., McEachin, A., & Siler-Evans, K. (2016). Learning from summer: Effects of voluntary summer learning programs on low-income urban youth.

Gibbons, L. K. & Cobb, P. (2017). Focusing on teacher learning opportunities to identify potentially productive coaching activities. *Journal of Teacher Education*, 68(4), 411-425.

Kidron, Y., and Lindsay, J. (2014). The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review (REL 2014–015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Kraft, M.A., Blazar, D., Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*. 88(4) :547-588.

Stevens, D., & Frazelle, S. (2016). Online credit recovery: Enrollment and passing patterns in Montana Digital Academy courses (REL 2016–139). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.