

Katy Independent School District
Williams Elementary
2023-2024 Campus Improvement Plan



Mission Statement

At JWE we strive to cultivate a community for ALL in which students value learning, value problem solving and value diversity. Our focus is on high academic achievement and developing the whole child through modeling, explicit teaching and building relationships. We believe that greatness starts with the heart.

Vision

Our vision is to create inquisitive and passionate problem solvers by teaching the whole child to become positive contributors to our community.

Value Statement

At JWE, greatness starts with the heart.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established in the fall of 2000, James E. Williams Elementary is located in the Katy Independent School District. There are approximately 950 students in grades Pre-Kindergarten through 5th Grade. Williams Elementary is in the heart of Cinco Ranch, a community within Katy, TX, a suburb of Houston. Katy is one of the fastest-growing suburbs and school districts in the state. Williams is located in an established neighborhood, attracting residents who work in the oil & gas and energy industry. JWE has a diverse population representing many families from all over the world. Due to attendance boundary modifications, 2018 marked the first year that JWE housed the 16th bilingual program in Katy ISD, and we are beginning our sixth year with the program. In August of 2019, we added two full-day bilingual Pre-Kindergarten classes and three programs for students with autism (ECAP, YCAP, and ASIP). In August of 2020, we added bilingual ECSE and we increased to two bilingual classes in each grade level. Our students are engaged in many activities in and out of school ranging from athletics to academics and fine arts. The students are well-rounded and come with background knowledge and life experiences that help prepare them for success. With the addition of bilingual and special programs, our campus enrollment is about average compared to the size of elementary schools in Katy ISD.

The majority of our student population comes from upper, middle-class families and they all live well within a 3-mile radius of the school. There are 7 bus routes that support around half of our campus population. The other half walk or ride a car to school. Our student population is 41% White, 41% Hispanic, 10% Asian, 2% African American, and 5% two or more races.

JWE supports four apartment complexes in our attendance zone and we have a 9.5% mobility rate. The attendance rate was 95% last year. Our economically disadvantaged population has steadily increased over the last three to four years. We house 4 special education behavior units for students with autism. We have a collaborative teaching environment where inclusion of all students is a top priority. We believe that all students are able to meet their full potential. Williams Elementary student groups include 28% Bilingual, 12% English Learners (ELs), 5% Gifted and Talented, and 18% of our students receive Special Education services. Additionally, 51% are identified as At Risk and 37% are Economically Disadvantaged.

Williams Elementary seeks out and employs highly qualified and talented teaching candidates, and we build relationships, capacity and community with our staff. We have very little staff turnover because people love working at JWE. We are truly a family and work together to support each other, our students, and our community.

Demographics Strengths

Williams Elementary has many strengths. Some of the most notable demographics strengths include:

- Many families move to our area just for the schools. Since our families value education, we have many supportive parents and students

who are committed to success.

- We have an average sized enrollment which enables us to get to know every one of our students and families and helps us individualize learning for our students.
- Students at Williams are very accepting of new students and diverse cultures and they are also very inclusive of students with disabilities.
- Families seek out our campus because of its reputation and we do not have families who withdraw because they are disgruntled or unhappy. Many of our families remain at JWE from Kindergarten to 5th grade.
- Very few teachers leave Williams unless they reach retirement, a promotion or a move out of city or state and the staff is made up primarily of veteran or experienced teachers.
- In twenty three years, Williams Elementary has maintained consistency and stability by having only 3 building principals.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically Disadvantaged, Special Education and English Learner scores at the Approaches Grade Level indicator in all areas are lower than non-Economically Disadvantaged, non-Special Education and non-English Learner scores. **Root Cause:** Economically Disadvantaged, Special Education and English Learner population growth and needs are increasing faster than we can train our teachers.

Problem Statement 2: Attendance rates continue to drop district wide and at Williams elementary. Daily Average Attendance for the 22-23 school year was 94.7%. Attendance has a strong correlation to student academic success. **Root Cause:** Attendance rates dropped during COVID due to illness and attendance guidelines implemented to combat the spread. More jobs were shifted to at-home/remote work allowing parents more flexibility in having students stay home and the perception of the importance of attendance has shifted as well. In addition, inflation has led to some families choosing savings for trips over school attendance.

Student Learning

Student Learning Summary

STAAR Scores for 2023

The 2023 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade level with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade level and the Masters category indicates that students have an extremely high likelihood of success in the next grade level. Some impacts on scores may include students continuing to transition to online assessments and newly included constructed response questions.

READING

Looking deeper, when compared to STAAR 2022 scores, STAAR 2023 Reading Approaches Grade Level scores show an overall change from 88% to 90% across all grade levels. 3rd grade maintained (83%-83%), 4th grade made a slight improvement (90%-91%) and 5th grade also improved (91%-95%).

When looking at scores across all grade levels

- Student scores at Approaches grade level in reading increased by 2% overall with scores at Approaches by demographic at
- Hispanic 89%, White 96%, Asian 91%.
- Special Education students scoring Approaches Grade Level increased from 56% to 71%.
- Economically Disadvantaged scores were 6% lower (84%) compared to overall campus Approaches Grade Level scores.
- English Learner student scores were 2% lower (88%) compared to our overall campus Approaches Grade Level scores.

While Approaches Grade Level scores improved from the previous year, a significant finding during the analysis of all Reading academic achievement data is that our scores decreased 2% and 14%, respectively, for Meets and Masters Levels on scoring across grade levels. Scores on 5th grade reading did improve for the Masters Level from 77% to 84%

MATH

Looking deeper, when compared to STAAR 2022 Math Approaches Grade Level scores show an overall change from 84% to 89% across all grade levels. Scores at Meets showed an increase from 58% to 68% and Masters showed an increase from 32% to 39%.

- Student scores at Approaches grade level in math increased by 5% overall with scores at Approaches by demographic at Hispanic 84%, White 95%, Asian 91%.
- The Special Education scores in Math show a 5% increase from 51% to 56% from 2022 to 2023.
- Economically Disadvantaged scores were 18% lower (81%) compared to overall campus Approaches Grade Level scores.
- English Learner students were 2% lower (87%) compared to overall campus Approaches Grade Level scores.

The most significant finding during the analysis of all Math academic achievement data are the strong increases in approaches, meets and masters.

SCIENCE

Looking deeper, STAAR 2023 Science Approaches Grade Level, Meets and Masters scores show an increase of 5%, 4% and 4% respectively when compared to 2022 scores.

- Student scores increased from 83% to 88% for Approaches, 58% to 62% for Meets and 31% to 35% for Masters.
- The Special Education scores in Science show a 1% increase at Approaches, but a 10% decrease at Meets and a 9% decrease at Masters.
- Economically Disadvantaged scores increased 10% at Approaches, 6% at Meets and 9% at Masters.
- English Learner students scores increased 18% at Approaches and 17% at Meets but remained the same at Masters.

The most significant finding during the analysis of all Science academic achievement data are the continued increases in approaches, meets and masters.

Student Learning Strengths

Data below still indicates needs from 2021 to 2022 and will be updated once our 2023 data is available from the State.

Williams Elementary has a population of hard-working, high-achieving students. The campus is proud of many different achievement strengths including:

- Despite continued COVID impacts and a shift to online administration of STAAR, our Approaches scores remained steady overall with small (1-3%) percentage decreases or increases across subjects and grade levels.
- JWE's scores at Meets and Masters improved across the campus in both Reading and Science and in 3rd grade Math.
- On the TEA Accountability Ratings Summary, JWE scored 92 in student achievement, 91 in academic growth, and 100% EL proficiency status.
- JWE met all of the state thresholds for Academic Achievement under Domain III: Closing Gaps with the exception of being only 2% below in our Asian population math performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2023 STAAR Reading scores changed from 88% to 90% Approaches, 75% to 73% Meets, and 52% to 38% Masters. **Root Cause:** Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs continue to need improvement

School Processes & Programs

School Processes & Programs Summary

Last year, JWE continued our commitment to work on closing achievement gaps to ensure that all students reach their academic potential. The process continued with an emphasis on planning strong first teach in the classrooms, tracking student growth via MTSS and data analysis of assessments. As a result of efforts, we saw student achievement results improve on overall DLA/interim longitudinal results in 2nd grade Math and Reading (English and Spanish), 3rd grade Reading and Science (English and Spanish), 4th grade Reading (English), and 5th grade Reading (Spanish) and 5th grade Science (English and Spanish). Longitudinal results were not available for 3rd - 5th grade math. STAAR scores for the 2023 year are not yet reported and are expected in August 2023. We will continue to use student data to plan for filling learning gaps, addressing Accelerated Instruction due to House Bill 4545, and working with teachers on small group targeted instruction and creating quality assessments. Additionally, Extended Learning Time, a designated portion of the day used for intervention, will be designated in each grade level schedule with professional development and expectations set for classroom interventions to implement during this time.

During the 2023-2024 school year, the campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. The plans and records from 2022-2023 will provide added information to help teachers increase the effectiveness of school wide processes. Additionally, the campus will also strengthen our intervention processes with clarity and reflection. The following processes are a part of our curriculum focus for this school year:

- Beginning of year professional development and ongoing training to strengthen Tier 1 intervention strategies in the classroom to target student needs
- MTSS meetings with further focus on developing specific student goals, improved progress monitoring, and providing parent resources for support at home.
- Use of academic support and intervention personnel in the push-in model as well as targeting early intervention in primary grades.
- Lesson Planning Template to ensure all critical components are discussed and included in lessons and to ensure vertical and horizontal alignment of curriculum delivery
- Model Lessons to help our teachers feel comfortable with the delivery and structure of lessons and interventions
- Creation of Strategy Groups and Lessons for Strategy Groups so that instruction is differentiated on every level
- Long Range and Weekly Planning with Instructional Coaches to prepare quality lessons for students and address campus need trends
- Creation and use of quality formative and summative assessments which will drive small group instructional needs
- Coaching cycles to support continued teacher growth

School Processes & Programs Strengths

- Instruction is aligned vertically and horizontally among grade levels including what is being taken for grades
- Teachers collaborate in teams to plan for meeting needs of students
- Teachers work with EL and SPED personnel in their co-teach classes to meet the needs of these students
- Schedules are created to maximize instructional blocks and leverage time to best meet student needs
- Staff use a variety of data sources to drive instruction
- PLC Learning/Staff Development days are used to accomplish the following tasks:

1. Communicate content objectives
2. Communicate best practices in curriculum

3. Analyze and deconstruct TEKS
4. Create formative and summative assessments based on TEKS
5. Analyze a variety of data source
6. Analyze readiness, supporting, and processing standards
7. Communicate and analyze rigor alignment in lesson design, questioning, and content
8. Plan small group grade-level intervention based on student data
9. Use data binders to track student progress and allow students to set classroom goals based on progressions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student learning gaps occur with some students that results in needed intervention and supports in addition to Tier 1 instruction. **Root Cause:** Students have various learning needs, experiences and supports outside of school, and alignment between planning and first teach needs to continue to improve

Perceptions

Perceptions Summary

Our core belief at Williams Elementary is that "Greatness Starts with the Heart". We believe in looking at the whole child and truly building relationships with students and parents to help every child be successful both academically and social-emotionally. We are a family at JWE and we work hand in hand with all stakeholders to stay on track towards excellence. We have very high expectations for our students and staff and we are very purposeful in designing academic experiences that are personalized to student needs. Children and their needs come first and they are our top priority. We have a very inclusive and nurturing school environment and we take ownership of ALL students. We take time to learn where students are and move them as quickly and as far as we can. When students walk in the door, we want them to feel safe, loved, and we want them to love learning.

Our four pillars are to be RESPECTFUL, RESPONSIBLE, SAFE, and KIND. These are values that our Wranglers live by and these values are constantly reinforced by universal campus expectations in every setting, morning meeting/community circle, and guidance lessons. We recite our Wrangler pledge daily - "I am proud to be a Williams Wrangler. I am always respectful, responsible, safe, and kind. I take pride in my school and I promise to always work hard and do the right thing."

Universal expectations are a part of Positive Behavior Intervention and Support (PBIS). We are in our 10th year of PBIS implementation on our campus. We focus on setting and practicing expectations as well as utilizing CHAMPS in the classroom. Systems will be put into place to address these areas and a positive reward system, in line with PBIS principles, will be implemented.

Five years ago our community grew to include our bilingual population. We are continuing to work to create a culture that is inclusive of our bilingual families, teachers, and staff. Last year we hosted various bilingual informational meetings to help welcome our new wranglers and their families and share available resources and expectations. The campus is continuing to work on providing translations on the website and also with printed materials in Spanish.

Williams Elementary also places a priority on creating a family and community-friendly school environment. We know communication is a key way to engage parents and the community. In addition to the typical newsletters sent home and school events posted on the marquee, Williams Elementary extends communication by showcasing a variety of school functions, events, information, videos, etc. on social media. Students are able to interact with their teachers and classmates as well as turn in assignments or watch tutorial videos on Canvas.

During the 2021-2022 school year we implemented the Ron Clark House Academy House System in our Kindergarten through 5th grade classrooms and special programs. This program facilitates community among the students and staff which allows for students to feel a sense of belonging to something greater. Students (K-5) and staff were divided into four houses and learned about their house histories. They came together as a "house family" to build community and establish traditions. This year we will continue using the House System and promote spirit, community, and service by hosting House events throughout the school year.

Additionally, the campus will continue to implement community circles using the "Purposeful People" curriculum. We will narrow the focus of "The Wrangler Way," focusing on teaching our students specific ways to be respectful, responsible, safe, and kind.

We make sure that our routines are consistent, including sending our Take-Home-Thursday folders every week. We take pride in the fact that parents consistently report our office staff as professional and very parent-friendly. We often hear that Williams is a very special place that has a very warm and welcoming environment that is unlike any other and that their families love being a part of our family.

Perceptions Strengths

- In order to maintain and increase positive relationships with all stakeholders (community, parents, students, and staff), many events are scheduled throughout the school year to encourage participation to meet all needs.
- Discipline is not a major concern at our campus.
- There are multiple student groups that students may choose to be a part of. Everyone has a place and feels like they have purpose.
- JWE has a school-wide PBIS program, emphasizing positive behavior, explicit teaching of expectations, and reteaching (instead of punitive) being the focus to address undesirable behaviors. The RCA House System will add to our PBIS model, allowing us to move from extrinsic motivation to intrinsic motivation.
- There are several groups lead by the counselor for struggling and new students as well as an adult and high school mentoring program.
- JWE operates as a family. We hold hands with all stakeholders and work to provide unparalleled learning experiences for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a discrepancy between family participation in school events and family engagement in learning processes. **Root Cause:** The Bilingual Program includes many families new to the country and there is still a need to find a way to fully engage all stakeholders and help them understand the processes and available resources for families.

Priority Problem Statements

Problem Statement 1: Economically Disadvantaged, Special Education and English Learner scores at the Approaches Grade Level indicator in all areas are lower than non-Economically Disadvantaged, non-Special Education and non-English Learner scores.

Root Cause 1: Economically Disadvantaged, Special Education and English Learner population growth and needs are increasing faster than we can train our teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student learning gaps occur with some students that results in needed intervention and supports in addition to Tier 1 instruction.

Root Cause 2: Students have various learning needs, experiences and supports outside of school, and alignment between planning and first teach needs to continue to improve

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 2023 STAAR Reading scores changed from 88% to 90% Approaches, 75% to 73% Meets, and 52% to 38% Masters.

Root Cause 3: Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs continue to need improvement

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a discrepancy between family participation in school events and family engagement in learning processes.

Root Cause 4: The Bilingual Program includes many families new to the country and there is still a need to find a way to fully engage all stakeholders and help them understand the processes and available resources for families.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data



- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

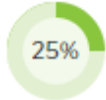
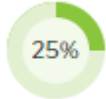




Goals






Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: By July of 2024, James Williams Elementary will achieve STAAR results that would result in an accountability rating of A in all three domains from the state of Texas and will receive 3 distinction designations.

Evaluation Data Sources: STAAR data, Accountability Reports, AYP

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve and vertically align math instruction across all grade levels. Teachers will use a Guided Math / Math Workshop model to implement the KISD unit plans, problem-solving model and cornerstones as resources to guide practice. Teachers will use Mentoring Minds TEKS mastery flip books to add rigor to lessons, math progression bags to target student needs, and Dreambox data to guide small group instruction.</p> <p>Strategy's Expected Result/Impact: A 3-5% increase in our Math STAAR scores in all 3 reporting categories - approaches, meets and masters.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vertical alignment of bilingual expectations to include three linguistic spaces and common planning with grade level. Focus areas will include sheltered instruction strategies and focusing on increasing the designated use of specific language during instruction.</p> <p>Strategy's Expected Result/Impact: An increase in student achievement in all areas.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Bilingual Lead Teacher</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Systematic review of data to target specific student needs and areas of deficits via MTSS meetings to plan for intervention strategies and supports to address learning gaps through small group, targeted instruction.</p> <p>Strategy's Expected Result/Impact: An increase in student growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinator</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Set aside instructional leadership supported planning that will focus on the implementation of effective and TEKS aligned first teach instructional strategies and targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: A 3-5% increase in our Reading and Math STAAR scores in all 3 reporting categories - approaches, meets and masters.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction.</p> <p>Strategy's Expected Result/Impact: An increase in language proficiency levels</p> <p>Staff Responsible for Monitoring: Principal APs Bilingual Lead Teacher</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers of emergent bilingual students will attend professional development to support identified needs of emergent bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: An increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal APs Bilingual Lead Teacher</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 1 Problem Statements:

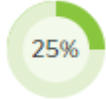





Demographics
<p>Problem Statement 1: Economically Disadvantaged, Special Education and English Learner scores at the Approaches Grade Level indicator in all areas are lower than non-Economically Disadvantaged, non-Special Education and non-English Learner scores. Root Cause: Economically Disadvantaged, Special Education and English Learner population growth and needs are increasing faster than we can train our teachers.</p>
School Processes & Programs
<p>Problem Statement 1: Student learning gaps occur with some students that results in needed intervention and supports in addition to Tier 1 instruction. Root Cause: Students have various learning needs, experiences and supports outside of school, and alignment between planning and first teach needs to continue to improve</p>

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Williams Elementary 3rd grade students who achieve meets and above in Math will increase to 70% by July of 2024.

HB3 Goal

Evaluation Data Sources: STAAR, Dreambox

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve and vertically align math instruction across all grade levels. Teachers will use a Guided Math / Math Workshop model to implement the KISD unit plans, problem-solving model and cornerstones as resources to guide practice. Teachers will use Mentoring Minds TEKS mastery flip books to add rigor to lessons, math progression bags to target student needs, and Dreambox data to guide small group instruction.</p> <p>Strategy's Expected Result/Impact: A 3-5% increase in our Math STAAR scores in all 3 reporting categories - approaches, meets and masters.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Math Instructional Coach</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Set aside instructional leadership supported planning that will focus on the implementation of effective and TEKS aligned first teach instructional strategies and targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: A 3-5% increase in our Math STAAR scores in all 3 reporting categories - approaches, meets and masters.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 2 Problem Statements:

Student Learning







Problem Statement 1: 2023 STAAR Reading scores changed from 88% to 90% Approaches, 75% to 73% Meets, and 52% to 38% Masters. **Root Cause:** Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs continue to need improvement

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Williams Elementary 3rd grade students who achieve meets and above in Reading will increase to 73% by July of 2024.

HB3 Goal






Evaluation Data Sources: STAAR, Amira

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement HMH curriculum and AMIRA and use data derived from checkpoints and AMIRA reports to drive targeted, small group instruction with support from the RLA instructional coach.</p> <p>Strategy's Expected Result/Impact: Student reading levels will be on or above grade level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals RLA Instructional Coach</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Set aside instructional leadership supported planning that will focus on the implementation of effective and TEKS aligned first teach instructional strategies and targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: A 3-5% increase in our Reading STAAR scores in all 3 reporting categories - approaches, meets and masters.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RLA Instructional Coach</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: JWE staff will provide support for students who did not meet the passing standard for previous year STAAR assessments, as outlined by House Bill 1416.







Evaluation Data Sources: Campus assessments, STAAR, and District Learning Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Use data to determine specific learning needs of targeted students. Intervention teachers will plan and deliver lessons that will provide aligned instruction for all students across all demographics and programs.</p> <p>Strategy's Expected Result/Impact: Improved student performance, including an increase in STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase the number of students participating in the campus-coordinated health program.






Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Student daily attendance will increase by .5% to reach 95.4% at James Williams Elementary.


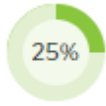




Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote the importance of daily attendance on school performance through various communication outlets for both parents and students including newsletters, parent meetings, announcements and direct communication with families struggling with attendance.</p> <p>Strategy's Expected Result/Impact: Increased daily attendance for students.</p> <p>Staff Responsible for Monitoring: Principal APs ADA</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: 100% of Williams Elementary faculty and staff will use a collaborative and data-driven approach in making planning and performance decisions.


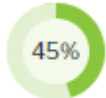

Evaluation Data Sources: Planning Meetings, Data Meetings, Site Based Decision Making Teams

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in developing goals for the year and implement strategies relevant to their teaching assignment and aligned to T-TESS to support the goals as evidenced by student performance.</p> <p>Strategy's Expected Result/Impact: Goals will focus on improving teacher development that leads to improved student performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use planning protocols to develop long range, first teach and small group plans that incorporated instructional strategies that meet the targeted needs of their students.</p> <p>Strategy's Expected Result/Impact: Teachers, administration, and instructional coaches will support planning sessions to ensure TEKS alignment, use of data in planning and alignment of planning and instruction. Teachers will be encouraged to use coaches for embedded professional development to improve instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Williams Elementary will effectively utilize its people, facility, and financial resources to provide a quality learning environment for students and staff.

Evaluation Data Sources: General Operating Fund, Campus and Grade Level Budgets

Strategy 1 Details	Reviews			
<p>Strategy 1: Developing a campus planner with JWE expectations, procedures and non-negotiables for curriculum, discipline and everything in between.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a clear understanding of how to be an effective teacher at JWE.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: JWE teachers and staff contribute and participate in activities designed by our Wranglers Inspired to Spread Happiness (WISH) committee.</p> <p>Strategy's Expected Result/Impact: Increased wellness and campus morale.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Williams Elementary will utilize ESSER and/or tutorial funds to purchase resources and pay staff and substitutes for targeted small group instruction for students who failed the previous year STAAR assessment. This is in accordance with HB 1416.</p> <p>Strategy's Expected Result/Impact: Student learning gaps will decrease and at-risk students will receive additional instruction to support meeting the state learning standards and passing STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify











Discontinue

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Williams Elementary will promote parent and community engagement that supports student learning. Our goal is to have a 5% increase in volunteer hours for school activities.

Evaluation Data Sources: Raptor, Volunteer Hours

Strategy 1 Details	Reviews			
<p>Strategy 1: Work together with staff to develop targeted outreach and activities that work to increase family engagement.</p> <p>Strategy's Expected Result/Impact: Cohesive understanding and effort to target family engagement in our classrooms and school events/programs.</p> <p>Staff Responsible for Monitoring: Principal APs Bilingual Lead Teacher</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Tell JWE's story to the community via Facebook and Instagram. We will highlight student, staff and volunteer achievements as well as post campus news, events and pictures on a regular basis. Stories that are told will also be translated into Spanish.</p> <p>Strategy's Expected Result/Impact: Create awareness about the amazing things that are happening at JWE. Encourage community support and engage our monolingual and bilingual communities via social media.</p> <p>Staff Responsible for Monitoring: Instructional Coordinator</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide 1 or more parent engagement activities specific to the parents of emergent bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: Increased parent support for student achievement</p> <p>Staff Responsible for Monitoring: Principal APs Bilingual Lead Teacher</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide 1 or more family engagement activities specific to the parents of emergent bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: Increased family engagement for student achievement.</p> <p>Staff Responsible for Monitoring: Principal APs Bilingual Team Lead</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 1 Problem Statements:






Perceptions
<p>Problem Statement 1: There is a discrepancy between family participation in school events and family engagement in learning processes. Root Cause: The Bilingual Program includes many families new to the country and there is still a need to find a way to fully engage all stakeholders and help them understand the processes and available resources for families.</p>

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Evaluation Data Sources: PBIS data, Discipline data, Student and Parent reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement Positive Behavior Intervention and Support (PBIS) strategies campus wide. Universal expectations, CHAMPS, and The Wrangler Way will be utilized throughout the campus to ensure consistency for all students and staff. JWE will continue to implement the RCA House System campus wide.</p> <p>Strategy's Expected Result/Impact: To reinforce universal expectations across the campus that encourage consistent and positive behaviors. The house system will provide an opportunity for students and staff to form meaningful connections allowing each student to contribute to the greater good of their perspective house community.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals PBIS Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Red Ribbon Week activities will include Anti-Drug and Anti-Bullying concepts. Students will learn to arm themselves against bullying and cyberbullying and they will be aware of the importance of saying no to drugs and alcohol.</p> <p>Strategy's Expected Result/Impact: Create self aware and confident students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Reinforce awareness and instruction on how to utilize and implement the Raptor System on our campus in the event of an emergency. Safety protocols will be communicated to all staff members and staff will use Go Bag at all transitions throughout the campus.</p> <p>Strategy's Expected Result/Impact: Creation of a safe, protected and well prepared campus in the event of crisis or chaos.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Nurse</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Classroom teachers will implement Community Circles daily to address social/emotional learning using Character Strong - Purposeful People, a district curriculum for social-emotional learning, and lesson support from the campus counselor to continue to educate students on speaking up and preventing bullying.</p> <p>Strategy's Expected Result/Impact: Build character and social-emotional skills in students. Continue to demonstrate increased student perception of safety on the student safety survey.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
JAMES E WILLIAMS EL (101914118) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		92	A
STAAR Performance	69	92	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	84	91	A
Relative Performance (Eco Dis: 21.1%)	69	83	B
Closing the Gaps	92	87	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

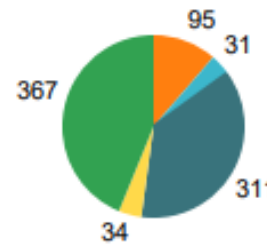
ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Student / Campus Profile

Williams Elementary - Enrollment

Set Enrollment	838
Building Enrollment	838
District Enrollment	83,749

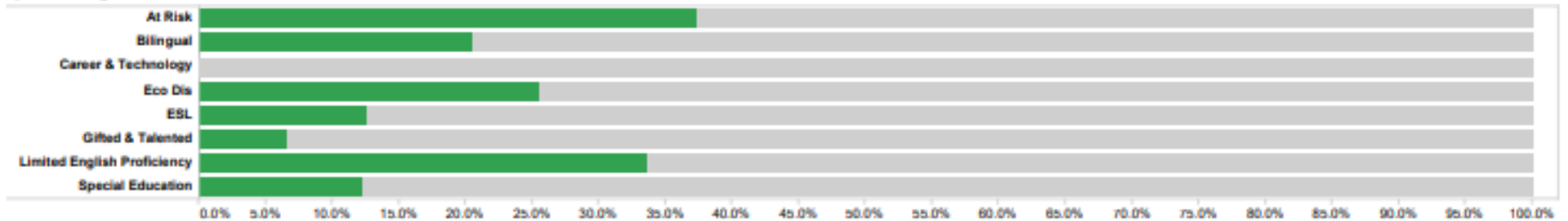
Race



Ethnicity

- Asian
- Black/African American
- Hispanic
- Two or More Races
- White

Special Program Enrollment



The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	76%	66%	63%	67%	60%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Williams	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	7	43%	46	52%	67	75%	0		15	87%	0		4	50%	11	27%	33	48%	48	56%
		2021 Actual	5	20%	53	60%	60	63%	0		14	86%	0		7	57%	16	6%	39	44%	55	60%
		2022 Actual	2	50%	49	49%	70	83%	0		10	70%	0		7	43%	22	36%	46	48%	48	44%
		2023 Target		43%		62%		75%				87%				50%		27%		58%		54%
		2023 Actual	4	75%	62	42%	54	78%	0		23	57%	0		8	88%	33	27%	55	40%	61	41%
		Met Target		Y		N		Y				N				Y		Y		N		N
		2024 Target		43%		52%		75%				87%				50%		27%		50%		54%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			64%	66%	68%	70%
Actual	75%	63%	44%	54%	56%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Williams	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	0%	47	47%	67	75%	0		15	93%	0		4	50%	11	27%	34	44%	49	55%
		2021 Actual	5	0%	53	38%	60	48%	0		14	79%	0		7	14%	16	13%	39	23%	55	45%
		2022 Actual	2	0%	49	37%	70	66%	0		10	60%	0		7	57%	22	32%	46	37%	48	42%
		2023 Target		0%		47%		75%				93%				50%		27%		47%		60%
		2023 Actual	4	50%	62	40%	54	67%	0		22	59%	0		8	100%	32	22%	54	39%	60	43%
		Met Target				N		N				N				Y		N		N		N
		2024 Target		0%		50%		75%				93%				50%		32%		47%		60%