

Katy Independent School District
Williams Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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.

Comprehensive Needs Assessment

Revised/Approved: August 03, 2018

Demographics

Demographics Summary

Established in the fall of 2000, James E. Williams Elementary is located in the Katy Independent School District. There are approximately 780 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 business, oil & gas and energy industry. JWE has a diverse population representing many families from all over the world. Due to attendance boundary modifications, 2018 will mark the first year that JWE will house the 16th bilingual program in Katy ISD. 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. Our campus enrollment has steadily declined in the past 5 years, making us one of the smallest elementary schools in Katy ISD.

The majority of our student population come from upper, middle class families and they all live well within a 2 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. With the addition of our bilingual program, our population has grown by 101 students from last year to this year. The Hispanic student group has, naturally, grown the most. Our student population is 50.1% White, 30.6% Hispanic, 12% Asian, 4.3% African American, 2.9% Two or More Races and 0.1% American Indian.

JWE supports two apartment complexes in our attendance zone and we have an 8.9% mobility rate. With a low mobility rate, our attendance rate is very high at 97.3%. Our economically disadvantaged population has doubled for the last two years and our gifted and talented population is on a 2% decrease each year. We house 1 special education behavior unit for students with autism and 1 special education behavior unit for Kindergarten and first grade students. We have a collaborative co-teach 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 12.6% Bilingual, 9.9% English Learners (EL's), 7.2% Gifted and Talented, and 9.9% Special Education. Additionally, 34.5% are identified as At Risk and 28.7% 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. This year we added 22 teachers / staff members to accommodate for our bilingual program and 3 growth units. 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. Because our families value education, we have many supportive parents and students who are committed to success.
- We have low enrollment numbers as compared to the enrollment numbers in our district. This 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 nineteen years, Williams Elementary has maintained consistency and stability by having only 2 building principals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically Disadvantaged, Special Education and English Learner scores 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.

Student Academic Achievement

Student Academic Achievement Summary

A comparison of STAAR scores at the ALL Students level show that the 2017 and 2018 scores slightly increased by 2% in Reading and Math and heavily increased by 9% in Science. There was a significant loss in Writing by 11%

	2017	2018
READING	93	95
MATH	93	95
WRITING	89	78
SCIENCE	89	98

The 2018 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.

	DID NOT MEET	APPROACHES	MEETS	MASTERS
	Grade Level Performance	Grade Level Performance	Grade Level Performance	Grade Level Performance
3rd Grade Math	6	94	75	39

4th Grade Math	9	91	70	52
5th Grade Math	2	98	87	63
3rd Grade Reading	3	97	75	51
4th Grade Reading	13	87	70	49
5th Grade Reading	2	98	89	63
4th Grade Writing	24	78	65	24
5th Grade Science	2	98	78	47

READING

Looking deeper, STAAR 2018 Reading Approaches Grade Level scores show improvement in 3rd and 5th grades and a decrease in 4th grade when compared to 2017 scores.

	2017	2018
3rd Grade	92	97
4th Grade	95	87
5th Grade	91	98

- The Special Education scores in Reading show a 10% increase from 2017 to 2018. 69% of JWE Special Education students scored Approaches grade level and 95% of JWE non Special Education students scored approaches grade level in Reading.
- Our African American scores in Reading were lower than the campus average. 90% Hispanic, 96% White, 97% Asian and 79% African American students scored Approaches.
- Economically Disadvantaged scores were 11% lower (84%) than our non Economically Disadvantaged scores (95%). However this was an 8% increase from last year.
- English Learner students (93%) scored very similarly to our non English Learner students (95%). This is a 14% increase from last year.
- 100% of our Gifted and Talented students scored Approaches, 100% scored Meets and 100% scored Masters

The most significant finding during the analysis of all READING academic achievement data is that all of our student group scores have increased from 2017 to 2018. Our African American scores, Special Education and Economically Disadvantaged scores will be a focus for us this year.

MATH

Looking deeper, STAAR 2018 Math Approaches Grade Level scores show improvement in 3rd and 5th grades and a slight decrease in 4th grade when compared to 2017 scores.

	2017	2018
3rd Grade	89	94
4th Grade	94	91
5th Grade	93	98

- The Special Education scores in Math show a 17% increase from 2017 to 2018. 63% of JWE Special Education students scored Approaches grade level and 95% of JWE non Special Education students scored approaches grade level in Math.
- Our African American scores in Math were lower than the campus average. 92% Hispanic, 95% White, 100% Asian and 79% African American students scored Approaches.
- Economically Disadvantaged scores were 9% lower (86%) than our non Economically Disadvantaged scores (95%). However this was an 22% increase from last year.
- English Learner students (94%) scored very similarly to our non English Learner students (95%). This is a 13% increase from last year.
- 100% of our Gifted and Talented students scored Approaches, 100% scored Meets and 92% scored Masters

The most significant finding during the analysis of all MATH academic achievement data is that all of our student group scores have increased from 2017 to 2018. Our African American scores, Special Education and Economically Disadvantaged scores will be a focus for us this year.

WRITING

Looking deeper, STAAR 2018 Writing Approaches Grade Level scores show a 10% decrease when compared to 2017 scores.

	2017	2018
4th Grade	88	78

- The Special Education scores in Writing show a 14% decrease from 2017 to 2018. 36% of JWE Special Education students scored Approaches grade level and 78% of JWE non Special Education students scored approaches grade level in Writing.
- Our African American and Hispanic scores in Writing were lower than the campus average. 50% Hispanic, 84% White, 100% Asian and 43% African American students scored Approaches.
- Economically Disadvantaged scores were 26% lower (52%) than our non Economically Disadvantaged scores (78%). This was a 21% decrease from last year.
- English Learner students (55%) scored 23% lower than our non English Learner students (55%). This was a 16% decrease from last year.
- 100% of our Gifted and Talented students scored Approaches, 100% scored Meets and 73% scored Masters

The most significant finding during the analysis of all WRITING academic achievement data is that all of our student group scores have decreased from 2017 to 2018. Vertical and horizontal alignment of writing will be a major focus for us this year.

SCIENCE

Looking deeper, STAAR 2018 Science Approaches Grade Level scores show a significant increase when compared to 2017 scores.

	2017	2018
5th Grade	89	98

- The Special Education scores in Science show a 67% increase from 2017 to 2018. 88% of JWE Special Education students scored Approaches grade level and 98% of JWE non Special Education students scored approaches grade level in Science.
- Our White scores in Science were lower than the campus average. 100% Hispanic, 96% White, 100% Asian and 100% African American students scored Approaches.
- Economically Disadvantaged scores were 4% lower (94%) than our non Economically Disadvantaged scores (98%). This was an 47% increase from last year.
- English Learner students (100%) scored HIGHER than our non English Learner students (98%). This is a 58% increase from last year.
- 100% of our Gifted and Talented students scored Approaches, 100% scored Meets and 89% scored Masters

The most significant finding during the analysis of all SCIENCE academic achievement data is that ALL of our student group scores have increased from 2017 to 2018 by 50% or more! Our Special Education and GT Masters scores will be our focus.

Student Academic Achievement Strengths

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

- Our Campus in in the top quartile in our comparison group with the percentage of students rating "Masters Grade Level" in Reading/ELA and Science.
- JWE earned 5 out of 6 Distinction Designations in ELA/Reading, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the Gaps.
- On the performance index report, JWE scored 94 in student achievement, 91 in student progress, and 100 in closing performance gaps. These scores are well above the target score set by the state.
- Every student group showed a 50% or more increase on STAAR Science
- 100% of our Gifted and Talented students scored Approaches and Meets Grade Level in all STAAR subjects

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2018 STAAR Writing scores (78%) were 10% lower than 2017 STAAR Writing scores. **Root Cause:** Teachers and staff need professional development and a collaborative planning approach to help writers meet with success.

School Processes & Programs

School Processes & Programs Summary

Last year (2017-2018), JWE made a commitment to work on closing achievement gaps to ensure that all students reach their academic potential. The process began by regulating all teachers to collect data in data binders to track academic growth for each student. The teachers looked at a minimum of 10 varied data points throughout the year. We met to discuss data and growth during PLC's, team planning and RTI meetings. As a result of data collection, we saw a significant increase in student achievement in Reading, Math and Science on District Level Assessments, Campus Based Assessments and STAAR scores.

During the 2018-2019 school year, the campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. The plans and records from 2017-2018 will provide added information to help teachers increase the effectiveness of school wide processes. Additionally, the campus will also strengthen our Professional Learning Communities and focus on collaborative planning processes. The following processes are a part of our curriculum focus for this school year:

- Lesson Planning Template to ensure all critical components are discussed and included in lessons and to ensure vertical and horizontal alignment of curriculum delivery
- Learning Walks to engage and grow our teachers in areas of their choosing
- Model Lessons to help our teachers feel comfortable with the delivery and structure of the Units of Study
- Role Play Conferences to help our teachers coach our students and help them make growth on their Learning Progressions
- Create Strategy Groups and Lessons for Strategy Groups so that instruction is differentiated on every level
- Student Goal Setting to engage students to take ownership in their learning

School Processes & Programs Strengths

- Instruction aligned vertically and horizontally among grade levels including what is being taken for grades
- Teachers meet in teams to meet needs of students
- Teachers will work with EL and SPED personnel in their co-teach classes to meet the needs of these students
- Schedules created to maximize teacher strength and time in subjects taught to address needs
- JWE uses a combination of data to drive instruction
- PLC Learning/Staff Development days are used to accomplish the following tasks:
 - communicate content objectives
 - communicate best practices- Guided Math, Reading/Writing Workshop
 - communicate and deconstruct TEKS
 - create summative assessments based on TEKS
 - analyze a variety of data and make decisions
 - communicate/plan formative assessments
 - analyze readiness, supporting, and processing standards

- communicate and analyze rigor alignment in lesson design, questioning, and content
- plan small group grade level remediation based on student data
- Teachers 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: Reader's , Writer's and Math Workshop are not being implemented with 100% fidelity across the campus. **Root Cause:** A plan with concrete procedures, expectations and accountability have not been reviewed with the staff.

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 meet with success. 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, guidance lessons and Monday assembly. 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 5th 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.

This year our community has grown to include our bilingual population. We are working to provide a seamless transition that is inclusive of our bilingual families, teachers and staff.

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, assignments, videos, etc on a learning management system called Canvas. Students are able to interact with their teachers and classmates as well as turn in assignments or watch tutorial videos on Canvas.

Our principal hosts "Coffee" events throughout the year to help parents understand campus procedures and also to meet other new families. Parents can come as often as they like.

The campus is working on providing translations on the website and also with printed materials in Spanish. We are also working on providing interpreters for school events, especially for events held early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home-Thursdays 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.
- 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: All correspondence, communication and curriculum from the campus and parent teacher organization is English only. **Root Cause:** Since this is the first year that JWE is a bilingual campus, the campus staff and parent teacher organization are not accustomed to translating correspondence, communication and curriculum into Spanish.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: By June of 2019, James Williams Elementary will achieve STAAR results that would result in an accountability rating of A in all four domains from the state of Texas and will receive 4 out of 6 distinction designations.

Evaluation Data Source(s) 1: STAAR data, Accountability Reports, AYP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Improve and vertically align writing instruction across all grade levels. Teachers will use a Writer's Workshop model to implement Lucy Calkins Units of Study and use the KISD unit plans and cornerstones as resources to guide practice. On demand writing assessments will be created in all grade levels.	2.4, 2.5, 2.6	Administration Instructional Coaches	A 20% increase in our 4th grade Writing STAAR scores.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
Critical Success Factors CSF 1 CSF 2 CSF 4	2.4, 2.5, 2.6	Administration Instructional Coaches	Targeted and efficient planning in order to achieve maximum results.				
2) Implement a planning template to guide teachers as they prepare for instruction. Use planning time to map out strategy and small groups based on data. Use planning time to model and role play mini lessons and student conferences.	Problem Statements: Demographics 1 - School Processes & Programs 1						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Teachers will use "I CAN" statements as well as language objectives to help students better understand their learning objectives and allow students to set learning targets and learning goals. Teachers will document growth and evidence of mastery in data binders.</p>	2.4, 2.5, 2.6	Administration Instructional Coaches	An increase in student achievement in all areas.				
	<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Build relationships and develop a support system for struggling students by implementing a mentoring program and after school tutorials.</p>	2.4, 2.5, 2.6	Administration Instructional Coaches ESOL Teachers	An increase in student confidence and student achievement.				
	<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: 192 - Special Project - 3500.00, 263 - Title III LEP - 900.00</p>						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Economically Disadvantaged, Special Education and English Learner scores 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.</p>
Student Academic Achievement
<p>Problem Statement 1: 2018 STAAR Writing scores (78%) were 10% lower than 2017 STAAR Writing scores. Root Cause 1: Teachers and staff need professional development and a collaborative planning approach to help writers meet with success.</p>
School Processes & Programs
<p>Problem Statement 1: Reader's , Writer's and Math Workshop are not being implemented with 100% fidelity across the campus. Root Cause 1: A plan with concrete procedures, expectations and accountability have not been reviewed with the staff.</p>

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 Source(s) 1: Planning Meetings, Data Meetings, Site Based Decision Making Teams

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will participate in developing overall campus 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>	2.4, 2.5, 2.6	Administrators Instructional Coaches	Goals will focus on improving teacher development				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will become Professional Learning Communities where they work together to increase their learning and student learning. They will focus on creating quality formative and summative assessments and they will participate in learning walks.</p>	2.4, 2.5, 2.6	Administrators Instructional Coaches	Teachers will go on one learning walk per semester and they will focus on ways to incorporate new learning into their practice.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Economically Disadvantaged, Special Education and English Learner scores 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.</p>
Student Academic Achievement

Problem Statement 1: 2018 STAAR Writing scores (78%) were 10% lower than 2017 STAAR Writing scores. **Root Cause 1:** Teachers and staff need professional development and a collaborative planning approach to help writers meet with success.

School Processes & Programs





Problem Statement 1: Reader's , Writer's and Math Workshop are not being implemented with 100% fidelity across the campus. **Root Cause 1:** A plan with concrete procedures, expectations and accountability have not been reviewed with the staff.

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 Source(s) 1: General Operating Fund, Campus and Grade Level Budgets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Developing a teacher handbook with JWE expectations, procedures and non-negotiables for curriculum, discipline and everything in between.</p>	2.4, 2.5	Administration	Completion of Teacher Handbook - This will help teachers gain a clear understanding of how to be an effective teacher at JWE.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
<p>Critical Success Factors CSF 6</p> <p>2) JWE teachers and staff will participate in monthly "Ohana Outing" activities. August - Family Dinner September - Spirit Night at Kendra Scott October - Oktoberfest and Celebrate with Sister School November - Serve in the Community December - JWE Christmas Party / Adopt a Family January -Bingo @ Proud Pie February - Katy 5k FUN RUN April - Service Project - Run for the Rose May - End of Year Celebration</p>	2.5	Administration	To increase wellness and campus morale.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Economically Disadvantaged, Special Education and English Learner scores 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.

School Processes & Programs

Problem Statement 1: Reader's , Writer's and Math Workshop are not being implemented with 100% fidelity across the campus. **Root Cause 1:** A plan with concrete procedures, expectations and accountability have not been reviewed with the staff.

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 involvement that supports student learning. Our goal is to have a minimum of 75% participation of parents and community members in all school activities.

Evaluation Data Source(s) 1: Raptor, Volunteer Hours

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Implement a full year of the Deputy Dads program on campus. Translate all correspondence to Spanish.	3.2	Administration PTA	Increase active participation from our Dads on campus.				
Problem Statements: Perceptions 1							
Critical Success Factors CSF 5 CSF 6 2) Tell JWE's story to the community via Facebook and Twitter. We will highlight student, staff and volunteer achievements as well as post campus news, events and pictures on a daily / weekly basis. JWE will highlight a Teacher of the Week. Stories that are told will also be translated into Spanish.	3.1	Administration	Create awareness about the amazing things that are happening at JWE. Encourage community support and engage our monolingual and bilingual communities via social media.				
Problem Statements: Perceptions 1							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: All correspondence, communication and curriculum from the campus and parent teacher organization is English only. Root Cause 1: Since this is the first year that JWE is a bilingual campus, the campus staff and parent teacher organization are not accustomed to translating correspondence, communication and curriculum into Spanish.

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

Performance Objective 1: 100% of Williams Elementary students and teachers will exhibit behaviors and attitudes that contribute to an engaging and caring learning environment.

Evaluation Data Source(s) 1: PBIS data, Discipline data

Summative Evaluation 1:

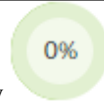
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Continue to implement Positive Behavior Intervention and Support (PBIS) strategies campus wide. Universal expectations will be clearly posted and modeled across campus. They will also include visuals and be translated into Spanish. Teachers will utilize the CHAMPS model for organization and structure in their classrooms. Teachers will reward students with Cowboy Cash to reinforce positive behaviors and students will trade in cash for rewards. The PBIS committee will meet regularly to look at data and make recommendations for improvement.</p>	2.5, 2.6	Administration PBIS Committee	To reinforce universal expectations across the campus that encourage consistent and positive behaviors.				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 6</p> <p>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>	2.5, 2.6	Administration Counselor	Create self aware and confident students.				
<p>Critical Success Factors CSF 6</p> <p>3) Reinforce awareness and instruction on how to utilize and implement the Incident Command System on our campus in the event of a crisis. Safety protocols will be communicated to all staff members and staff will use Go Bag at all transitions throughout the campus.</p>		Administration Safety Liaison	Creation of a safe, protected and well prepared campus in the event of crisis or chaos.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: All correspondence, communication and curriculum from the campus and parent teacher organization is English only. **Root Cause 1:** Since this is the first year that JWE is a bilingual campus, the campus staff and parent teacher organization are not accustomed to translating correspondence, communication and curriculum into Spanish.

Campus Advisory Team

Committee Role	Name	Position
Administrator	Angel Bateman	Principal
Classroom Teacher	Anne Bock	Kindergarten Teacher
Classroom Teacher	Lisa Castecka	3rd Grade Teacher
Parent	Mike Forsyth	Parent
Classroom Teacher	Mary Harle	Reading Academic Support Teacher
Parent	Jan Killam	Parent
Parent	Sarah Manny	Parent
Parent	Yainely Penelas	Parent
Non-classroom Professional	Barbara Poursoltan	Counselor
District-level Professional	Elaine Robertson	Instructional Officer
Administrator	Jason Sowders	Assistant Principal
Classroom Teacher	Patsy Vargas	3rd Grade Bilingual Teacher
Business Representative	Diana & Joseph Vigil	Business Representative
Parent	Jackie Wallace	Parent
Community Representative	Maria Williams	Community Representative

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutorial Funds		\$3,500.00
Sub-Total					\$3,500.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ESOL Extended Day		\$900.00
Sub-Total					\$900.00
Grand Total					\$4,400.00