

Katy Independent School District
Williams Elementary
2024-2025 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 875 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. Our student population is 40% White, 42% Hispanic, 11% Asian, 1.5% African American, and 5.5% two or more races. Williams Elementary student groups include 28% Bilingual and 42% Limited English Proficient, 6.5% Gifted and Talented, and 18.5% of our students receive Special Education services. Additionally, 46% are identified as At Risk and 32% are Economically Disadvantaged. JWE has a 9.4% mobility rate. The attendance rate was 95.7% last year. 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 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 beyond retirement or promotions 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 less than 900 students 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 experienced teachers.

- In twenty four 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 needs are varied and professional learning and effective implementation of supports need to continue to improve to address individualized needs of students.

Student Learning

Student Learning Summary

STAAR Scores for 2024

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 or updated constructed response questions. All scores

READING

Looking deeper, when compared to STAAR 2023 scores, STAAR 2024 Reading Approaches Grade Level scores show an overall change from 90% to 92% when considering all grade levels. 3rd grade improved (83%-91%), 4th grade made a slight improvement (91%-92%) and 5th grade slightly decreased (95%-93%). Our Meets Level scores decreased 3% and Masters Level scores increased 3% on scoring when considering all grade levels for reading.

When looking at scores across all grade levels

- Student scores at Approaches grade level in reading increased across grade levels by 5% for Economically Disadvantaged, Special Education and Limited English Proficiency and 4% for Bilingual students.
- Student scores at Approaches grade level in reading increased across grade levels by 18% for African American, 2% for Asian, 4% for Hispanic and 1% for White ethnicity groups.
- As indicated in scoring across grade levels, overall almost every group saw a slight increase in percentages at the Masters Level and a slight decrease in percentage at the Meets Level.

MATH

Looking deeper, when compared to STAAR 2023 scores, STAAR 2024 Math Approaches Grade Level scores show an overall change from 89% to 88% when considering all grade levels. 3rd grade improved (83%-86%), 4th grade made a slight decrease (89%-86%) and 5th grade slightly decreased (94%-91%). Our Meets Level scores decreased 1% and Masters Level scores increased 1% on scoring when considering all grade levels for math.

- Student scores at Approaches grade level in math increased across grade levels by 4% for Special Education, but had 3-4% decreases for Economically Disadvantaged, Limited English Proficiency and Bilingual students.
- Student scores at Approaches grade level in math increased across grade levels by 18% for African American, but a 1-2% decrease for Asian, Hispanic and White ethnicity groups.
- Scores at Meets Level saw an increase of 2% in 3rd grade, a decrease of 3% in 4th grade and maintained in 5th grade.
- Scores at Masters Level saw a decrease of 6% in 3rd grade, decreased by 5% in 4th grade and increased by 9% in 5th grade.
- Following 3rd graders in 2023 to 4th graders in 2024, the Approaches, Meets, Masters average increased from 56 to 67 and 36% of students exceeded their expected growth.

SCIENCE

Looking deeper, STAAR 2024 Science Approaches Grade Level, Meets and Masters scores show a decrease of 15%, 15% and 13% respectively when compared to 2023 scores. Science scores across the state were down and also decreased across all demographics at Williams Elementary. Averages for all scoring category levels were 3% above the district average.

Student Learning Strengths

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

- JWE's scores at Approaches improved in almost every subpopulation in Reading in 2024.
- JWE's scores at Approaches improved in both Reading and Math at all grade levels when measuring from 2022 to 2024 as they students have adjusted to online testing formats and new response types.
 - Students continue to demonstrate growth with 83.3% of 4th graders meeting or exceeding expected growth measures in reading and 87.5% of 4th graders meeting or exceeding expected growth measures in math.
 - Students continue to demonstrate growth with 81.9% of 5th graders meeting or exceeding expected growth measures in reading and 74.4% of 5th graders meeting or exceeding expected growth measures in math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR 2024 Math Approaches Grade Level scores show an overall change from 89% to 88% across all grade levels and Meets Level scores decreased 1% and Masters Level scores increased 1% on scoring across grade levels for math. STAAR 2024 Reading Meets Level scores across all grade levels decreased 3%. **Root Cause:** Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs needs to continue to improve

Problem Statement 2: STAAR 2024 Science scores decreased in all scoring categories (Approaches, Meets, Masters) from the prior school year. **Root Cause:** Increased depth of understanding of TEKS and how they will be measured through the Science STAAR needs to improve.

School Processes & Programs

School Processes & Programs Summary

JWE continues our commitment to work on closing achievement gaps to ensure that all students reach their academic potential. The process includes planning strong first teach in the classrooms, planning targeted, small group instruction, tracking student growth via MTSS and data analysis of assessments. 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, expectations for classroom interventions continued to be strengthened and on campus collaboration for data analysis is scheduled throughout the school year.

Behavior support trainings are also scheduled on campus to help address behaviors that can potentially impact individual learning in classrooms.

During the 2024-2025 school year, the campus will continue looking for ways to strengthen collaboration for student supports and planning for targeted, student growth. 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 collaboration and coordination of intervention and support staff with the classroom teacher.
- 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 and planning for additional targeted, small group instruction to ensure a focus on student needs in each classroom.
- Long Range and Weekly Planning with Leadership 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.
- Staff goals aligned to components of targeting student growth (structures/routines, support collaboration, data collection/tracking, small group instruction and/or student remediation/extension activities).

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 EB 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
- Professional Learning on campus is used to accomplish the following tasks:
 1. Communicate best practices
 2. Analyze data to make instructional decisions
 3. Create formative and summative assessments based on TEKS
 4. Analyze readiness, supporting, and processing standards
 5. Communicate and analyze rigor alignment in lesson design, questioning, and content
 6. Plan small group grade-level intervention based on student data

7. Use data to track student progress

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 and planning for targeted instruction based on data 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 11th year of PBIS implementation on our campus. We focus on setting and practicing expectations as well as utilizing CHAMPS in the classroom.

Five years ago our community grew to include our bilingual population. We continue 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 provides Spanish translations for communications.

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 are divided into four houses and learned about their house histories. They come 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. The "Wrangler Way" focuses 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-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. The RCA House System is in place to promote a sense of belonging and opportunities to compete in kindness challenges.
- 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 needs are varied and professional learning and effective implementation of supports need to continue to improve to address individualized needs of students.

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 and planning for targeted instruction based on data needs to continue to improve

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: STAAR 2024 Math Approaches Grade Level scores show an overall change from 89% to 88% across all grade levels and Meets Level scores decreased 1% and Masters Level scores increased 1% on scoring across grade levels for math. STAAR 2024 Reading Meets Level scores across all grade levels decreased 3%.

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

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.
- Planning and decision making committee(s) meeting data
- 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

- Emergent Bilingual (EB) /non-EB 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
- 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: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: JWE will show a 5% increase in all scoring categories, Approaches, Meets and Masters, on Science STAAR.

Evaluation Data Sources: STAAR data, Campus and District Based Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Set aside instructional leadership supported planning that will focus on the implementation of the new science resource and TEKS aligned first teach instructional strategies. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Leadership supported data analysis in science planning to target campus and student growth needs through instruction. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June





Strategy 3 Details	Reviews			
Strategy 3: Instructional Coach will complete learning walks and coaching cycles for Science Teachers. Strategy's Expected Result/Impact: Maximize teacher effectiveness and strategy implementation through increased content knowledge and instructional strategies in Science. An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Instructional Coach, Principal ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: 4th and 5th Grade students at JWE will show a 1% or more increase in performance in each reporting category, Approaches, Meets and Masters, on Math and Reading STAAR from the '23-'24 school year (3rd and 4th grade scores) to the '24-'25 school year (4th and 5th grade scores).

Evaluation Data Sources: STAAR data, Campus and District Based Assessment Data

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Goals will focus on improving teacher development that leads to an increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Improve and 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, math progression bags and other resources to guide practice. Teachers will use data to plan for small group instruction to target student needs. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 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 instructional coach. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Set aside instructional leadership supported planning that will focus on the implementation of effective planning protocols and using TEKS aligned first teach instructional strategies and targeted small group instruction. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Systematic review of data to target specific student needs and areas of deficits via MTSS meetings and staffings to plan for intervention strategies and supports to address learning gaps through accommodations, instructional supports, and targeted instruction. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinator Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
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 needs are varied and professional learning and effective implementation of supports need to continue to improve to address individualized needs of students.
Student Learning
Problem Statement 1: STAAR 2024 Math Approaches Grade Level scores show an overall change from 89% to 88% across all grade levels and Meets Level scores decreased 1% and Masters Level scores increased 1% on scoring across grade levels for math. STAAR 2024 Reading Meets Level scores across all grade levels decreased 3%. Root Cause: Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs needs to continue to improve

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: 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			
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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB3: The percentage of Williams Elementary 3rd grade students who achieve Meets and above in Math on STAAR will increase to 59% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR data, Campus and District Based Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Improve and 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, math progression bags and other resources to guide practice. Teachers will use data to plan for small group instruction to target student needs. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Set aside instructional leadership supported planning that will focus on the implementation of effective planning protocols and usingTEKS aligned first teach instructional strategies and targeted small group instruction. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Systematic review of data to target specific student needs and areas of deficits via MTSS meetings and staffings to plan for intervention strategies and supports to address learning gaps through accommodations, instructional supports, and targeted instruction. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinator Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

Demographics
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 needs are varied and professional learning and effective implementation of supports need to continue to improve to address individualized needs of students.
Student Learning
Problem Statement 1: STAAR 2024 Math Approaches Grade Level scores show an overall change from 89% to 88% across all grade levels and Meets Level scores decreased 1% and Masters Level scores increased 1% on scoring across grade levels for math. STAAR 2024 Reading Meets Level scores across all grade levels decreased 3%. Root Cause: Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs needs to continue to improve

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: HB3: The percentage of Williams Elementary 3rd grade students who achieve Meets and above in Reading on STAAR will increase to 65% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR data, Campus and District Based Assessment Data

Strategy 1 Details	Reviews			
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 instructional coach. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Set aside instructional leadership supported planning that will focus on the implementation of effective planning protocols and usingTEKS aligned first teach instructional strategies and targeted small group instruction. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Systematic review of data to target specific student needs and areas of deficits via MTSS meetings and staffings to plan for intervention strategies and supports to address learning gaps through accommodations, instructional supports, and targeted instruction. Strategy's Expected Result/Impact: An increase in student growth and progress measured by various assessments (classroom, district, state). Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinator Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 5 Problem Statements:

Demographics
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 needs are varied and professional learning and effective implementation of supports need to continue to improve to address individualized needs of students.
Student Learning
Problem Statement 1: STAAR 2024 Math Approaches Grade Level scores show an overall change from 89% to 88% across all grade levels and Meets Level scores decreased 1% and Masters Level scores increased 1% on scoring across grade levels for math. STAAR 2024 Reading Meets Level scores across all grade levels decreased 3%. Root Cause: Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs needs to continue to improve

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: By the end of the school year, all JWE teams will incorporate data protocols during planning to evaluate student progress and plan for targeted instruction.

Evaluation Data Sources: Planning Meetings, Data Analysis Professional Learning

Strategy 1 Details	Reviews			
Strategy 1: Professional Learning focused on data analysis will be led by the campus leadership throughout the year with data analysis protocols implemented in team planning. Strategy's Expected Result/Impact: Targeted instruction aligned to student needs which results in growth and progress. Staff Responsible for Monitoring: Principal APs Instructional Coordinator Instructional Coach Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
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 and planning for targeted instruction based on data needs to continue to improve

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Williams Elementary will promote parent and community engagement that supports student growth and learning.

Evaluation Data Sources: Raptor, Volunteer Participation, Campus Event Attendance

Strategy 1 Details	Reviews			
Strategy 1: Work together with staff and PTA to develop targeted outreach and activities that work to increase family engagement. Strategy's Expected Result/Impact: Cohesive understanding and effort to target family engagement in our classrooms and school events/programs. Staff Responsible for Monitoring: Principal APs Instructional Coordinator Bilingual Lead Teacher Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Instructional Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide 1 or more parent engagement activities specific to the parents of emergent bilingual (EB) students. Strategy's Expected Result/Impact: Increased parent support for student achievement Staff Responsible for Monitoring: Principal Assistant Principals Bilingual Lead Teacher	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				





Performance Objective 1 Problem Statements:

Perceptions
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.

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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

Evaluation Data Sources: Discipline data, Student Survey Data

Strategy 1 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Principal Assistant Principals PBIS Committee	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Create self aware and confident students. Staff Responsible for Monitoring: Principal Assistant Principals Counselor	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Classroom teachers will implement Community Circles daily to address social/emotional learning using Character Strong - PurposeFull 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. 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. Staff Responsible for Monitoring: Principal Assistant Principals Counselor	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

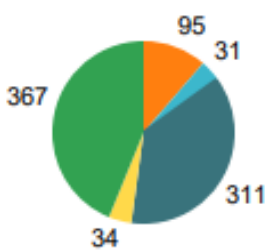
Addendums

Student / Campus Profile

Williams Elementary - Enrollment

Set Enrollment	838
Building Enrollment	838
District Enrollment	83,749

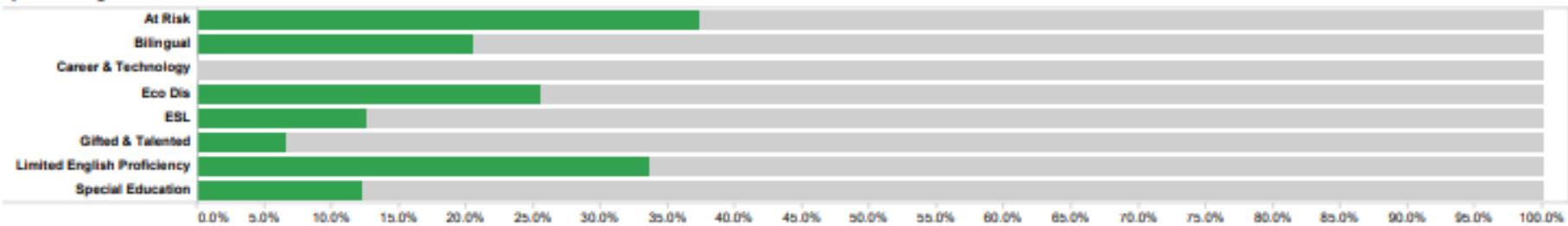
Race



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 from 65% to 67% by July 2029.

Williams: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	65%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	65%	66%	66%	67%	67%
		Met Internal Goal	-					

[illegible]

The Percent of **Williams** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 58% to 63% by July 2029.

Williams: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-					

			# 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	# EB	% EB
Williams: Targets		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	1	100%	47	40%	66	67%	0		21	76%	0		6	33%	26	19%	34	32%	51	43%
		2025 Target																29%		42%		