

Katy Independent School District
Williams Elementary
2019-2020 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

Revised/Approved: August 27, 2019

Demographics

Demographics Summary

Established in the fall of 2000, James E. Williams Elementary is located in the Katy Independent School District. There are approximately 835 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 marked the first year that JWE will housed the 16th bilingual program in Katy ISD, and we are beginning our second year with the program. In August fo 2019, we have added two full-day bilingual Pre-K classes, and three programs for students with autism (ECAP, YCAP, and ASIP). 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. Our bilingual program, our population has grown from 101 to 183 students from last year to this year. The Hispanic student group has, naturally, grown the most. Our student population is 45.7% White, 35.9% Hispanic, 11.3% Asian, 2.9% African American, 4% Two or More Races and 0.1% American Indian.

JWE supports two apartment complexes in our attendance zone and we have an 6.5% 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 1% decrease each year. We house 4bspecial education behavior unit for students with autism. 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 16.6% Bilingual, 11% English Learners (EL's), 6.2% Gifted and Talented, and 11% Special Education. Additionally, 30.4% are identified as At Risk and 23.6% 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 13 teachers / staff members to accommodatefor our special education program 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 from the 2018 to 2019 school year at the ALL Students level show that there was a slight decrease in Reading and Math. There was a significant 12% increase in writing. Scores in science decreased by 14%, though a designated distinction was achieved in that subject.

ALL Grade Levels		
	2018	2019
READING	95	93
MATH	95	91
WRITING	78	90
SCIENCE	98	84

The 2019 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.

2019 STAAR ALL Students								
	DID NOT MEET		APPROACHES		MEETS		MASTERS	
	Grade Level		Grade Level		Grade Level		Grade Level	
	Performance		Performance		Performance		Performance	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
3rd Grade Math	11%	36%	89%	64%	65%	36%	37%	18%
4th Grade Math	13%	60%	87%	40%	68%	30%	49%	0%
5th Grade Math	3%	n/a	97%	n/a	74%	n/a	57%	n/a
3rd Grade Reading	11%	21%	89%	79%	83%	64%	48%	50%
4th Grade Reading	5%	19%	95%	81%	74%	38%	52%	19%
5th Grade Reading	4%	14%	95%	86%	74%	71%	59%	14%

2019 STAAR ALL Students								
4th Grade Writing	9%	17%	91%	83%	72%	56%	31%	17%
5th Grade Science	16%	n/a	84%	n/a	68%	n/a	44%	n/a

*Please note that no data is reported for fewer than five (5) students in a group.

READING

Looking deeper, STAAR 2019 Reading Approaches Grade Level scores show improvement in 4th Grade and decreases in 3rd and 5th grades when compared to 2018 scores.

STAAR Reading				
	2018 (English)	2019 (English)	2018 (Spanish)	2019 (Spanish)
3rd Grade	97%	89%	No data	79%
4th Grade	87%	95%	No data	81%
5th Grade	98%	95%	No data	86%

- Special Education students scoring Approaches Grade Level decreased 2 percent from 69% in 2018 to 67% in 2019.
- African American scores in reading were lower than the campus average with 89% of African American students approaching grade level. 85% Hispanic, 98% White, 96% Asian and 89% African American students scored Approaches.
- Economically Disadvantaged scores were 11% lower (82%) compared to overall campus Approaches Grade Level scores.
- English Learner students (88%) scored within five points of our overall campus Approaches Grade Level scores.
- 82% (average of all grade levels) of students taking STAAR Reading in Spanish Approached Grade Level compared to 93% of STAAR Reading in English.

The most significant findings during the analysis of all READING academic achievement data is that Third and Fifth grade scores decreased for Meets and Masters. Our Hispanic, Special Education and Economically Disadvantaged scores will be a focus for us this year.

MATH

Looking deeper, STAAR 2019 Math Approaches Grade Level scores show slight decreases when compared to 2018 scores.

STAAR Math				
	2018 (English)	2019 (English)	2018 (Spanish)	2019 (Spanish)

STAAR Math

3rd Grade	94%	89%	No data	64%
4th Grade	91%	87%	No data	40%
5th Grade	98%	97%	No data	No data

- The Special Education scores in Math show a 3% decrease from 2018 to 2019. 64% of JWE Special Education students scored Approaches grade level compared to campus overall Approaches grade level.
- Our African American scores in Math were lower than the campus average. 84% Hispanic, 95% White, 98% Asian and 68% African American students scored Approaches.
- Economically Disadvantaged scores were 15% lower (76%) compared to overall campus Approaches Grade Level scores.
- English Learner students (83%) scored 8% lower compared our overall campus Approaches Grade Level scores.

The most significant finding during the analysis of all MATH academic achievement data is that all of our student group scores decreased within five points. Our African American scores, Special Education and Economically Disadvantaged scores will be a focus for us this year.

WRITING

Looking deeper, STAAR 2019 Writing Approaches Grade Level scores show a 13% increase when compared to 2018 scores.

STAAR Writing

	2018 (English)	2019 (English)	2018 (Spanish)	2019 (Spanish)
4th Grade	78	91	No data	83

- The Special Education scores in Writing show a 9% increase from 2018-2019. 45% of JWE Special Education students scored Approaches grade level.
- Our African American and Hispanic scores in Writing were lower than the campus average. 81% Hispanic, 97% White, 85% Asian and 50% African American students scored Approaches.
- Economically Disadvantaged scores were 9% lower compared to overall campus Approaches Grade Level scores.
- English Learner students scored 79% in Approaches Grade level. This is a 12% increase from last year.

The most significant finding during the analysis of all WRITING academic achievement data is that our overall scores increased significantly. Our African American scores will be a focus for us this year.

SCIENCE

Looking deeper, STAAR 2019 Science Approaches Grade Level scores show a significant decrease when compared to 2018 scores; however, the campus

earned a Designated Distinction in this category.

STAAR Science				
	2018 (English)	2019 (English)	2018 (Spanish)	2019 (Spanish)
5 th Grade	98	84	No data	No data

- 44% of students scored Masters Grade Level. 68% of students scored Meets Grade Level. 84% of students Approaches Grade Level.
- The Special Education scores in Science show a 36% decrease from 2018 to 2019. 53% of JWE Special Education students scored Approaches grade level and 84% of JWE non Special Education students scored approaches grade level in Science.
- African American and Hispanic scores were lower than the campus average. 71% Hispanic, 38% African American, 94% White, and 94% Asian students scored Approaches.
- Economically Disadvantaged scores were 35% lower than last year.
- English Learner students (79%) scored within 5 points of the campus average of 84% meeting Approaches Grade Level.

The most significant finding during the analysis of all SCIENCE academic achievement data is the 14% overall decrease affecting all areas. Science will be a focus for us this year.

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 is in the top quartile in our comparison group with the percentage of students rating "Masters Grade Level" in Science.
- JWE earned 2 out of 6 Distinction Designations in Science and Comparative Academic Growth.
- On the performance index report, JWE scored 92 in student achievement, 91 in student progress, and 86 in closing performance gaps. These scores are well above the target score set by the state.
- Overall writing scores increased 12%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2019 STAAR Math scores decreased from 95% to 91% Approaches, 79% to 69% Meets, and 53% to 48% Masters. **Root Cause:** Inconsistent implementation of lessons utilizing gradual release of responsibility and higher level learning task.

Problem Statement 2: 2019 STAAR Reading scores decreased from 95% to 93% Approaches, 81% to 72% Meets, and 57% to 52% Masters. **Root Cause:** Inconsistent implementation of small group lessons focusing on targeted instruction based on student needs.

Problem Statement 3: 2019 STAAR Science scores decreased from 98% to 84% Approaches, 78% to 68% Meets, and 47% to 45% Masters. **Root Cause:** Inconsistent implementation of lessons utilizing gradual release of responsibility and higher level learning task.

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 by regulating all teachers to collect data in data via KidChats 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 an increase in student achievement in Reading, Math and Science on District Level Assessments, Campus Based Assessments and STAAR scores.

During the 2019-2020 school year, the campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. The plans and records from 2018-2019 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
- Long Range and Weekly Planning to prepare quality lessons for students

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: Higher level questioning is not being planned and implemented with 100% fidelity across the campus. **Root Cause:** Teachers need to be purposeful in developing and generating higher level questioning collaboratively.

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 6th 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.

Last year 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. This year we hosted a bilingual orientation meeting to help welcome our new wranglers and their

families. 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.

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.

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 not consistently communicated in English and Spanish.. **Root Cause:** As a second year bilingual campus, the campus staff and parent teacher organization are not accustomed to translating correspondence, communication and curriculum into Spanish.

Priority Problem Statements

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.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2019 STAAR Math scores decreased from 95% to 91% Approaches, 79% to 69% Meets, and 53% to 48% Masters.

Root Cause 2: Inconsistent implementation of lessons utilizing gradual release of responsibility and higher level learning task.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Higher level questioning is not being planned and implemented with 100% fidelity across the campus.

Root Cause 3: Teachers need to be purposeful in developing and generating higher level questioning collaboratively.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: All correspondence, communication and curriculum from the campus and parent teacher organization is not consistently communicated in English and Spanish..

Root Cause 4: As a second year bilingual campus, the campus staff and parent teacher organization are not accustomed to translating correspondence, communication and curriculum into Spanish.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 2019 STAAR Reading scores decreased from 95% to 93% Approaches, 81% to 72% Meets, and 57% to 52% Masters.

Root Cause 5: Inconsistent implementation of small group lessons focusing on targeted instruction based on student needs.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: 2019 STAAR Science scores decreased from 98% to 84% Approaches, 78% to 68% Meets, and 47% to 45% Masters.

Root Cause 6: Inconsistent implementation of lessons utilizing gradual release of responsibility and higher level learning task.

Problem Statement 6 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

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

Performance Objective 1: By June of 2020, 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
<p>TEA Priorities Build a foundation of reading and math</p> <p>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. Utilize Dreambox data for small groups and work on fact fluency. This will also include modeled lessons from instructional coaches, and keeping track of data sheets for math progression bags.</p>	2.4, 2.5, 2.6	Administration Instructional Coaches	A 5% increase in our Math STAAR scores in all 3 reporting categories - approaches, meets and masters.				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 2) Implement a tracking system to document at risk student intervention including ELLs, Special Education and Economically Disadvantaged students.	2.4, 2.5, 2.6	Administration Instructional Coaches	Targeted and efficient instruction in order to increase student performance and achieve maximum results.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2						
3) 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.	2.4, 2.5, 2.6	Administration Instructional Coaches	An increase in student achievement in all areas.				
	Problem Statements: Demographics 1						
4) Systematic review of data to target specific populations and areas of deficits via KidChats and Aware.	2.4, 2.5, 2.6	Administration Instructional Coaches / Coordinator	An increase in student student achievement.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3						
TEA Priorities Build a foundation of reading and math 5) Incorporate time and planning that will focus on the implementation and effective questioning of interactive read alouds.	2.4, 2.5, 2.6	Administration Instructional Coaches	A 5% increase in our Reading STAAR scores in all 3 reporting categories - approaches, meets and masters.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1						

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.
Student Academic Achievement
Problem Statement 1: 2019 STAAR Math scores decreased from 95% to 91% Approaches, 79% to 69% Meets, and 53% to 48% Masters. Root Cause 1: Inconsistent implementation of lessons utilizing gradual release of responsibility and higher level learning task.

Student Academic Achievement

Problem Statement 2: 2019 STAAR Reading scores decreased from 95% to 93% Approaches, 81% to 72% Meets, and 57% to 52% Masters. **Root Cause 2:** Inconsistent implementation of small group lessons focusing on targeted instruction based on student needs.

Problem Statement 3: 2019 STAAR Science scores decreased from 98% to 84% Approaches, 78% to 68% Meets, and 47% to 45% Masters. **Root Cause 3:** Inconsistent implementation of lessons utilizing gradual release of responsibility and higher level learning task.

School Processes & Programs

Problem Statement 1: Higher level questioning is not being planned and implemented with 100% fidelity across the campus. **Root Cause 1:** Teachers need to be purposeful in developing and generating higher level questioning collaboratively.

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
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.	2.4, 2.5, 2.6	Administrators Instructional Coaches	Goals will focus on improving teacher development				
Problem Statements: School Processes & Programs 1							
TEA Priorities Recruit, support, retain teachers and principals 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.	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: School Processes & Programs 1							
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Higher level questioning is not being planned and implemented with 100% fidelity across the campus. Root Cause 1: Teachers need to be purposeful in developing and generating higher level questioning collaboratively.

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
1) Developing a teacher handbook with JWE expectations, procedures and non-negotiables for curriculum, discipline and everything in between.	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.				
TEA Priorities Recruit, support, retain teachers and principals 2) JWE teachers and staff contribute and participate in activities designed by our Wranglers Inspired to Spread Happiness (WISH) committee. i.e. First Friday Staff Treats, food, trivia and games.	2.5	Administration	To increase wellness and campus morale.				



= Accomplished



= Continue/Modify



= No Progress



= 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 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
1) Create and develop a diversity and inclusion committee of parents and teachers to address concerns and celebrations from the community.	3.2	Administration	Increase community and staff engagement on campus.				
Problem Statements: Demographics 1 - Perceptions 1							
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.				
							

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>

Perceptions

Problem Statement 1: All correspondence, communication and curriculum from the campus and parent teacher organization is not consistently communicated in English and Spanish..

Root Cause 1: As a second year 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
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.	2.5, 2.6	Administration PBIS Committee	To reinforce universal expectations across the campus that encourage consistent and positive behaviors.				
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.	2.5, 2.6	Administration Counselor	Create self aware and confident students.				
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.		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

Campus Advisory Team

Committee Role	Name	Position
Administrator	Angel Bateman	Principal
Administrator	Christina Borgstedte	Assistant Principal
Non-classroom Professional	Angie Birk	Math / Science Instructional Coach
Parent	Christine Blain	Parent
Parent	Erin Hupp	Parent
Classroom Teacher	Gabriel Lopez	4th Grade Bilingual Teacher
Parent	Sarah Manny	Parent
Parent	Maritza Ramirez	Parent
Parent	Melinda Ray	Parent
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	Carlos Soto	Parent
Community Representative	Maria Williams	Community Representative
Classroom Teacher	Cassi Story	4th Grade Teacher

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