

Magnolia Independent School District
Williams Elementary
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Willie E. Williams Elementary is a Title I campus in Magnolia ISD. WES serves students in PK-4th grade. Additionally, WES provides an ECSE program on campus for 3 and 4-year-olds who qualify for services under Special Education. The campus serves students who are monolingual and bilingual across all grade levels. The students who are identified as gifted and talented are provided support services through the district REACH program. Wille E Williams Elementary has remained the largest elementary school in the district for the last few years. With the large student population, the campus is fortunate to have a large staff of teachers, paraprofessionals, and support staff to help the campus run efficiently and effectively.

Demographics Strengths

The demographics of the campus attendance zone allow for the campus to receive Title 1 funding. This federal funding benefits all enrolled students by providing allocations for tutors, interventionists, and classroom curriculum needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an increase in students who are enrolling in school that do not have a common understanding of social skills. This includes respecting personal space, turn taking, sharing, playing with others, controlling voice levels, waiting, etc. **Root Cause:** Students may not be exposed to the social skills the way others have previous been exposed. Parents/families may not find the same value in the skills that they once did.

Student Learning

Student Learning Summary

3rd Math, 4th grade Reading and 4th Math STAAR scores were above the state average for the 23-34 assessment.

3rd grade reading- WES STAAR scores were below the state and district in this one area.

Student Learning Strengths

Teachers and instructional leaders collaborate during PLC and planning times each week. This is a continuous cycle to improve academic engagement and Tier I instruction. Small group instruction is planned at this time to target deficits, as intervention is provided daily in class and across grade levels as flex grouping.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A percentage of the students who receive SPED service are not showing growth across all grade levels. **Root Cause:** SPED teachers must become an active collaborator in the PLC and planning processes.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention 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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: MISD will achieve their maximum academic potential.

Performance Objective 1: SPED students will show academic growth across all grade levels.

Evaluation Data Sources: MClass, phonics & spelling surveys, common district assessments, STAAR

Goal 2: MISD will achieve their maximum academic potential.

Performance Objective 1: Teachers will generate stations in each ELA classroom to support listening, speaking, reading, and writing skills.

Evaluation Data Sources: teacher feedback, extended constructed response (ECR) and short constructed response (SCR)