

**Magnolia Independent School District**  
**Williams Elementary**  
**2025-2026 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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/GT program. Wille E Williams Elementary has remained the largest elementary school in the district for several 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:** Over the last few years, there has been an increase in the number of students who are enrolling in school who do not know how to regulate emotions or have a basic 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

Williams Elementary continues to excel in Closing the Gaps on state assessments. Our students continue to make academic growth in reading and math.

WES has been awarded two distinctions from TEA for STAAR performance within our comparison group of 40 schools with similar demographics.

One distinction designation is for closing the gaps. This is a recognition awarded to campuses that demonstrate outstanding performance in reducing achievement gaps among various student groups, such as those based on race/ethnicity, socioeconomic status, and English proficiency. To earn this distinction, a campus's raw score on the Closing the Gaps domain must fall within the top 25% of its assigned campus comparison group.

The second distinction designation is for being within the top 25% of the comparison group of 40 schools (#5) that show outstanding academic growth.

## 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.

**Problem Statement 2:** Our state assessment scores for reading and math are a few points behind the campus average (although higher than the state average in all areas).

**Root Cause:** The number of students requiring specialized instruction has continued to increase year after year.

# School Processes & Programs

## School Processes & Programs Summary

Williams Elementary empowers our community of learners by supporting their academic, social, and emotional needs. We are able to make this mission a commitment by utilizing a leadership team as part of our decision-making process. Each grade level has a team facilitator, who guides their team through instructional challenges to ensure student growth. Students in grades K-4 have an intervention time built into their day. They can obtain both reading and math enrichment/support for 50 minutes during the MOVE time block each day.

WES strives to recruit and retain highly qualified staff to fill any vacancies as they arise. We ensure that all staff are aware of our mission and vision. Williams is proud of our campus climate and culture and intends to continue to make this a priority.

### Mission

Williams Elementary will empower our community of learners by supporting their academic, social, and emotional needs.

### Vision

Our campus will provide a safe, effective learning environment that enables each individual to reach his or her greatest potential. We will do this by continuing to create a welcoming and supportive learning environment for students and staff.

### Values

Our core values include an understanding and demonstration of respect, responsibility, compassion, honesty, and perseverance.

### Character Traits

RESPECT   RESPONSIBILITY   COMPASSION   HONESTY   PERSEVERANCE

### Motto

Be the difference

## School Processes & Programs Strengths

Intervention time for RDG & Math (MOVE time= more opportunities for vital enrichment)

PLC each week for each team (We are a Model PLC Campus, as identified by Solution Tree)

Planning each week for each grade and content area

PBIS implementation

Campus HUB for all campus information for teachers and staff

# 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
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

### **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
- Communications data
- Study of best practices

# Goals

**Goal 1:** Magnolia ISD is dedicated to providing innovative academic programs and dynamic instruction to prepare all students for the post-secondary path of their choosing.

**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 1:** Magnolia ISD is dedicated to providing innovative academic programs and dynamic instruction to prepare all students for the post-secondary path of their choosing.

**Performance Objective 2:** Teachers will improve Tier 1 instruction by improving their lessons through the PLC process.

**Evaluation Data Sources:** PLC documents  
Lesson plan documents