

Katy Independent School District

Williams Elementary

2026-2027 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.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 6

School Processes & Programs 8

Perceptions 10

Priority Problem Statements 12

Goals 13

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. 13

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement. 22

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members. 23

Goal 4: 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. 24

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff. 26

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 projected to have approximately 765 students in grades Pre-Kindergarten through 5th Grade for the 2026-2027 school year. Williams Elementary is in the heart of Cinco Ranch, a community within Katy, TX, a suburb of Houston. Williams is located in an established neighborhood. JWE has a diverse population representing many families from all over the world. JWE is beginning our eighth year with the bilingual 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 for the 2025-2026 school year was 41.3% White, 39.6% Hispanic, 11.8% Asian, 1.2% African American, and 6.1% two or more races. Williams Elementary student groups include 27% Bilingual and 43.8% Limited English Proficient, 6.2% Gifted and Talented, and 23% of our students receive Special Education services. Additionally, 50.2% are identified as At Risk and 32.7% are Economically Disadvantaged. JWE has about a 10% mobility rate. The attendance rate was 95.9% 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 800 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 six 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 2026 - Based on early results June 3, 2026

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 updated constructed response questions. Demographic changes from the previous year were also noted. Students indicated as Economically Disadvantage increased 36% in 3rd grade, 27% in 4th grade, and 31% in 5th grade from the previous year. Students in Special Education also increased 56% in 3rd grade, 11% in 4th grade, and 15% in 5th grade from the previous year.

READING

Looking deeper, when compared to STAAR 2025 scores, STAAR 2026 Reading Approaches Grade Level scores show an overall change from 90% to 87% when considering all grade levels, Meets Grade Level Scores show an overall change from 72% to 70% and Masters changed from 41% to 44%. 5th grade Masters increased from 46% to 48% and 3rd grade Meets and Masters increased from 63% to 64% and 26% to 36% respectively. These results are preliminary and not official from the state at this time.

Early results for demographic groups of economically disadvantaged and special education show overall student scores decreased in approaches, meets and masters levels, but following these student groups from 3rd to 4th they showed improvement in both meets and masters levels and from 4th to 5th they showed improvement in masters levels.

MATH

Looking deeper, when compared to STAAR 2025 scores, STAAR 2026 Math Approaches Grade Level scores show an overall change from 89% to 88% when considering all grade levels, Meets Grade Level Scores show an overall change from 71% to 70% and Masters showed an overall change from 42% to 40%. 5th grade Approaches improved from 86% to 91% and 3rd grade Meets and Masters improved from 60% to 61% and 24% to 29% respectively. These results are preliminary and not official from the state at this time.

Early results for demographic groups of economically disadvantaged and special education show overall student scores decreased in approaches, meets and masters levels, but following these student groups from 3rd to 4th they showed improvement in both meets and masters levels.

SCIENCE

STAAR 2026 scores are currently only reported as raw scores and not performance level results are reported at this time.

Student Learning Strengths

Williams Elementary has a population of hard-working, high-achieving students. While official data is needed to fully explore student strengths indicated in STAAR, the campus is proud of many different achievement strengths from 2025 including:

- JWE's across all grade level AMM average maintained or improved in all 3 subject areas.
- Continued improvement in Approaches scores in Economically Disadvantaged and Special Education students in 3rd and 4th grade Reading and Math.
- Improved scores in 3rd grade moving to 4th grade student group in all categories for both Reading and Math.
- Improved scores in 4th grade moving to 5th grade student group in both Meets and Masters for both Reading and Math.
 - 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 2026 Math and Reading Approaches Grade Level scores show a decrease across grade levels from 90% to 87% in Reading and 89% to 88% in Math when considering all grade levels.

Root Cause: Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs needs to continue 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 as indicated in House Bill 1416, 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 2026-2027 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.
- Beginning of year professional development and ongoing training on Love and Logic to support staff with behavior management.
- MTSS meetings with further focus on data analysis to develop specific student goals, improved progress monitoring, and providing parent resources for support at home.
- Use of academic support and intervention personnel to assist in targeting student needs across campus.
- Planning for additional targeted small group instruction and targeted practice activities 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.
- Reflection and revisions of formative and summative assessments which will drive small group instructional needs.
- Staff goals continuing to align to components of workshop instruction and 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 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 track student growth and make instructional decisions
 3. Review and revise formative and summative assessments based on TEKS
 4. Analyze readiness, supporting, and processing standards to guide instruction
 5. Reflect on and address rigor alignment in lesson design, questioning, and content

6. Plan small group targeted instruction and student activities based on TEKS and student data

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 and loved, and we want them to enjoy learning and coming to school.

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." Teachers set and practice expectations using systems such as CHAMPS in the classroom.

Seven years ago our community grew to include the bilingual program. We continue to create a culture that is inclusive of our bilingual families, teachers, and staff. Each year we continue to host 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 a 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 come together as a "house family" to build community. We continue using the House System to promote spirit, community, and service by hosting House events throughout the school year. House challenges during the year promote kindness and helping others. Universal expectations are reinforced through earning House Points.

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. Williams is focused on including staff, students and parents as part of our Wrangler family.

JWE Vision: Our vision is to create inquisitive and passionate problem solvers by teaching the whole child to become positive contributors to our community.

JWE Mission: Our mission is 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.

JWE Value Statement: Greatness Starts with the Heart

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, but is addressed through staff and student supports.
- Students may choose to be a part of multiple student groups available on campus. Everyone has a place and feels like they have purpose.
- JWE emphasizes positive behavior, explicit teaching of expectations, and reteaching/learning (instead of punitive) being the focus to address undesirable behaviors. The House System is in place to promote a sense of belonging and opportunities to compete in kindness challenges.
- There are several groups led 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.

CAT Team Members: Campus Staff: Jason Brown, Amanda Hembree, Lauren Ferraro, primary staff pending, Andriena Betancourt District Staff: Stephen Grant Parent/Community/Business: Son Nguyen, Sara Taylor, Katie Haywood, Diana & Joseph Vigil, 3 open spots to be filled BOY

CAT Meeting Dates: 9/28/26, 12/7/26, 3/1/27, 5/2/27

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is some discrepancy between family participation in school events and family engagement in learning processes.

Root Cause: The Bilingual Program often includes families new to the country. There is an ongoing need to find a way to fully engage all families and help them understand the processes and available resources. All families experience a general overload of information in their lives.

Priority Problem Statements

Problem Statement 1: STAAR 2026 Math and Reading Approaches Grade Level scores show a decrease across grade levels from 90% to 87% in Reading and 89% to 88% in Math when considering all grade levels.

Root Cause 1: Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs needs to continue to improve

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 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 2: 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 2 Areas: Demographics

Problem Statement 3: Student learning gaps occur with some students that results in needed intervention and supports in addition to Tier 1 instruction.

Root Cause 3: Students have various learning needs and planning for targeted instruction based on data needs to continue to improve

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is some discrepancy between family participation in school events and family engagement in learning processes.

Root Cause 4: The Bilingual Program often includes families new to the country. There is an ongoing need to find a way to fully engage all families and help them understand the processes and available resources. All families experience a general overload of information in their lives.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: 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 science resources 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	Feb	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	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: 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 2% or more increase in performance in each reporting category, Approaches, Meets and Masters, on Math and Reading STAAR from the '25-'26 school year (3rd and 4th grade scores) to the '26-'27 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 develop goals for the year aligned to small group/workshop components and implement strategies relevant to improving differentiation as 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 Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use a Workshop model and KISD resources to guide instruction. Teachers will use data from the classroom and various assessment reports (Amira, MAP, CBAs, etc.) to plan for small group instruction to target student needs with support from leadership in planning and coaching. 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	Feb	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 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in STAAR scores. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2026 Math and Reading Approaches Grade Level scores show a decrease across grade levels from 90% to 87% in Reading and 89% to 88% in Math when considering all grade levels. **Root Cause:** Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs needs to continue to improve

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

Performance Objective 3: HB3: The percentage of Williams Elementary 3rd grade students who achieve Meets and above in Reading will increase to 66% by July 2027.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use a Workshop model and KISD resources to guide instruction. Teachers will use data from the classroom and various assessment reports (Amira, MAP, CBAs, etc.) to plan for small group instruction to target student needs with support from leadership in planning and coaching. 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	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. Strategy's Expected Result/Impact: Ensure quality reading instruction with appropriate strategies for English Language Learners is provided. Staff Responsible for Monitoring: Principal		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 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 2026 Math and Reading Approaches Grade Level scores show a decrease across grade levels from 90% to 87% in Reading and 89% to 88% in Math when considering all grade levels. Root Cause: Alignment and implementation of small group lessons and additional classroom intervention focused on targeted student needs needs to continue to improve
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 1: 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 will increase to 61% by July 2027.

HB3 Goal

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use a Workshop model and KISD resources to guide instruction. Teachers will use data from the classroom and various assessment reports (MAP, CBAs, etc.) to plan for small group instruction to target student needs with support from leadership in planning and coaching. 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: School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: 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 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  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.

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

Performance Objective 5: 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	Feb	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	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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: All JWE teams will use data consistently to evaluate student needs to inform small group instructional planning to target student needs and impact student growth.

Evaluation Data Sources: Planning Meetings, Data Analysis Professional Learning, MTTS Meetings

Strategy 1 Details		Reviews			
Strategy 1: Data analysis will be completed in collaboration with the leadership team during planning for small group instruction and via professional learning. 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: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 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.
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 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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 Sources: General Operating Fund, Campus and Grade Level Budgets

Strategy 1 Details	Reviews			
Strategy 1: Continually update JWE campus electronic guide with campus expectations, processes, procedures and non-negotiables. Strategy's Expected Result/Impact: Teachers will gain a clear understanding of how to be an effective teacher at JWE. Staff Responsible for Monitoring: Principal Assistant Principals	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: JWE administration in partnership with PTA provide, at minimum, monthly campus staff appreciation activities. Strategy's Expected Result/Impact: Maintaining a positive campus culture that focuses on celebrating the efforts and achievement of staff. Staff Responsible for Monitoring: Principal Assistant Principals	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Regular of use of campus feedback through climate surveys and team leader feedback sessions to make campus decisions. Strategy's Expected Result/Impact: Continued positive campus culture where staff feedback is valued and considered.	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 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: Continue to work with staff and PTA to develop targeted outreach and activities that work to increase family engagement in classrooms and the school. 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	Formative			Summative
	Oct	Feb	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	Feb	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 Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is some discrepancy between family participation in school events and family engagement in learning processes. Root Cause: The Bilingual Program often includes families new to the country. There is an ongoing need to find a way to fully engage all families and help them understand the processes and available resources. All families experience a general overload of information in their lives.

Goal 5: 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 strategies campus wide that align with programs like Positive Behavior Intervention and Support (PBIS) and Love and Logic. 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	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Red Ribbon Week activities will focus on teaching students about the importance of making healthy choices. Strategy's Expected Result/Impact: Create self aware and confident students. Staff Responsible for Monitoring: Principal Assistant Principals Counselor	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Classroom teachers will implement Community Circles twice a week 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	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



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%	63%	64%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	65%	66%	66%	67%	67%
		Met Internal Goal	-	No	No			

Williams: Targets	3rd Grade Reading Meets or Above		# 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
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	1	100%	47	45%	66	77%	0		21	76%	0		6	50%	26	38%	34	32%	51	47%
		2025 Actual	2	0%	54	48%	60	68%	0		16	100%	0		8	63%	29	31%	46	37%	62	44%
		2026 Target																41%		47%		
		2026 Actual	3	67%	51	43%	64	77%	0		14	79%	0		8	63%	34	29%	48	33%	63	41%
		Met Target																N		N		
		2027 Target																39%		43%		

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%	60%	61%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-	Yes	Yes			

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	1	100%	47	40%	66	67%	0		21	76%	0		6	33%	26	19%	34	32%	51	43%
		2025 Actual	2	50%	54	50%	60	62%	0		15	93%	0		8	63%	29	34%	46	33%	61	43%
		2026 Target																		43%		53%
		2026 Actual	3	67%	51	43%	64	72%	0		14	79%	0		8	63%	34	29%	48	35%	63	46%
		Met Target																		N		N
		2027 Target											89%							45%		