

**Katy Independent School District**  
**Wolfe Elementary**  
**2022-2023 Comprehensive Needs Assessment**



# Mission Statement

We work collaboratively with families and the community to ensure that every student has the educational foundation to grow as a learner, building confidence in a safe, nurturing and inclusive environment.

## Vision

We empower, encourage, and prepare our students to share a positive legacy.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

In preparation for the 2022-2023 school year, multiple meetings were held the previous school year to review campus data and solicit feedback through our Campus Advisory Team and Coffee with the Principal. All of the CAT meetings 22/23 school year were held virtually this past school year on September 27, 2021, November 8 2021, February 7, 2022 and April 25, 2022. The April meeting we reviewed Campus Improvement Plan and Title 1 Parent & Family Engagement Plan. The data below was also reviewed for the upcoming school year.

### Demographics Summary

Wolfe Elementary is located the farthest East of Katy ISD, but very close to the Energy Corridor. Wolfe Elementary was renovated in 2012 and is unique in that it is the smallest elementary school in Katy ISD. In June of 2022, there were 397 students enrolled Pre-K through 5th grade. Most of the students are Hispanic at about 38%. White students make up approximately 25% while African American make up approximately 23%. The remainder of the population is made up of Asian which is approximately 6%. The at-risk population is approximately 45%. The special education population is at 18%. The gifted and talented population is at 6% and 16% of the population is Limited English Proficient. The economically disadvantaged population is 64%. We have a mobility rate of 27%

The table shows the decrease in our population over the past six years, identifies the student groups which impacts our accountability system. In order to close the achievement gaps, we need to ensure that all students are successful across all areas.

Wolfe Elementary	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2021-2022
All Students	434	429	346	336	381	397
Hispanic	218	202	157	146	143	153
White	133	133	102	91	86	100
African American	50	61	61	77	102	93
Asian	21	21	16	15	17	25
Two or More Races	11	11	10	7	10	25
Economically Disadvantaged	250	269	222	192	209	254
Special Education	41	56	51	61	61	69
At-Risk	240	237	209	178	148	174
Gifted & Talented	25	16	26	29	19	23
Mobility Rate	11%	19%	23%	28%	24%	27%

We have a young but strong instructional staff with an average of 11 years of experience. Our teaching staff is comprised of 72% White, 19% Hispanic and 3% African American. Each of the grade levels has a team leader to represent each of the grade levels including one person who represents special education, specials and academic support. The team leaders are ensuring to attend monthly meeting with the principal and also expected to support their teams with the different committee meetings and planning meetings. These same individuals may also make up the Campus Advisory Team.

At Wolfe Elementary we created some new incentives for our staff this school year. This past school year we highlighted all the wonderful things the staff did throughout the school year via school newsletter, remind app, certificates and verbal praises. We had mentor teachers who mentored the new teachers we had on staff this past school year. These mentors had meetings in which they would check on the progress of their new mentor and assist them with lesson planning and/or provide additional training they needed.

The PTO worked to support our campus with providing opportunities supplies that our students and teachers needed to help the students be successful in class. The mentoring program was successful this past school year and we conitnue to work with district to get more mentors for our students. We also worked very closely with our community neighborhoods as they continue to provide support for some of our families during the holiday seasming school year we will work with volunteers to continue with the mentoring program, watch dogs, field day, ginger bread week, carnival, updating the literacy library and other projects within the school.

### **Demographics Strengths**

One of the greatest strengths of Wolfe Elementary is that it is a very small school which allows everyone to become familiar with each of the individual students. Many of the staff members know all of the students by their individual names, because of the size of the school. We also have a strong ties within the community. We have community members that work closely with us during the holidays and throughout the school year to ensure the needs of all our students are met. We also have several Keys Mentors that come to support our students. One of greatest strengths of Wolfe Elementary is that it has several traditions that we have throughout the year, in which the different community members will come to support the various programs throughout the school year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Wolfe Elementary has 47% of the students who have been identified as at risk. **Root Cause:** The students are needing differentiated instruction to meet their individual needs.

# Student Learning

## Student Learning Summary

	2018/2019			2021/2022						
	Approaches	Meets	Masters	Approaches	Meets	Masters				
3rd Reading	85%	48%	37%	78%	53%	39%				
3rd Math	83%	63%	35%	66%	39%	22%				
4th Reading	71%	39%	15%	86%	53%	34%				
4th Math	56%	23%	8 %	77%	45%	46%				
4th Writing	59%	23%	4%	NA	NA	NA				
5th Reading	71%	45%	32 %	82%	61%	39%				
5th Math	83%	36%	10%	77%	52%	27%				
5th Science	75%	33%	12%	50%	12%	4%				

The STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicated that the students will most likely need additional support in the next grade. The Meets category indicates that students met expectations in their current grade and are prepared for the next grade. The Masters Category indicates that students exceeded expectations in their current grade and are prepared for the next grade.

Comparing 2019 to 2021 STAAR scores we noticed the following trends:

3rd Reading decrease 12% in approaches, 5% decrease in meets & 17% decrease in masters

3rd Math decrease 25% in approaches, 35% decrease in meets, & 19% decrease in masters

4th Reading increase 1% in approaches, 5% increase in meets & 15% increase in masters

4th Math increase 12% in approaches, 27% increase in meets & 28% increase in masters

4th Writing decrease 3% in approaches, increase 19% in meets & increase 17% in masters

5th Reading decrease 7% in approaches, 5% in meets & 11% in masters

5th Math decrease 29% in approaches, 11% in meets & 1% increase in masters

5th Science decrease in 25% in approaches, 12% in meets & 8% in masters

**\*\*\*Please note the 2019/2020 STAAR data was not included on the table because the state didn't rate us that year due to Covid.**

The 2022 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicated that the students will most likely need additional support in the next grade. The Meets category indicates that students met expectations in their current grade and are prepared for the next grade. The Masters Category indicates that students exceeded expectations in their current grade and are prepared for the next grade.

Comparing 2019 to 2022 STAAR scores we noticed the following trends:

3rd Reading decrease 12% in approaches, 5% decrease in meets & 17% decrease in masters

3rd Math decrease 25% in approaches, 35% decrease in meets, & 19% decrease in masters

4th Reading increase 1% in approaches, 5% increase in meets & 15% increase in masters

4th Math increase 12% in approaches, 27% increase in meets & 28% increase in masters

5th Reading decrease 7% in approaches, 5% in meets & 11% in masters

5th Math decrease 29% in approaches, 11% in meets & 1% increase in masters

5th Science decrease in 25% in approaches, 12% in meets & 8% in masters

The following STAAR tables will indicate how we preformed in by sub populations.

### May 2022 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WE	59	19	1435	60.73%	66.10%	38.98%	22.03%
Economic Disadvantage	37	17	1375	52.62%	51.35%	21.62%	10.81%
Asian	5	26	1564	81.40%	100%	100%	60%
Black/African American	11	16	1366	50.09%	54.55%	18.18%	18.18%
Hispanic	25	16	1360	51.08%	56%	8%	0%
Two or More Races	3	29	1716	90.67%	100%	100%	66.67%
White	15	23	1512	71.73%	73.33%	73.33%	40%
Currently Emergent Bilingual	15	18	1408	55.93%	60%	26.67%	20%
Special Ed Indicator	12	16	1369	50.33%	41.67%	33.33%	16.67%

**May 2022 STAAR Mathematics, Grade 4**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
WE	64	22	1579	64.97%	76.56%	45.31%	35.94%
Economic Disadvantage	36	19	1503	54.83%	63.89%	25%	13.89%
Asian	3	25	1617	72.67%	100%	33.33%	33.33%
Black/African American	16	18	1497	53.06%	56.25%	31.25%	12.50%
Hispanic	21	21	1551	61.62%	76.19%	38.10%	28.57%
Two or More Races	1	13	1407	38%	0%	0%	0%
White	23	26	1665	76.48%	91.30%	65.22%	60.87%
Currently Emergent Bilingual	10	23	1578	66.40%	80%	40%	40%
First Year of Monitoring	1	33	1918	97%	100%	100%	100%
Third Year of Monitoring	2	23	1566	68%	100%	50%	0%
Special Ed Indicator	14	17	1475	51.21%	64.29%	14.29%	0%

**May 2022 STAAR Mathematics, Grade 5**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
WE	62	23	1614	64.06%	77.42%	51.61%	27.42%
Economic Disadvantage	37	21	1571	58.24%	70.27%	40.54%	21.62%
American Indian/Alaskan Native	1	23	1590	64%	100%	0%	0%
Asian	6	30	1755	84%	100%	100%	66.67%
Black/African American	19	21	1573	57.16%	63.16%	36.84%	21.05%
Hispanic	24	23	1601	63.67%	83.33%	54.17%	16.67%
Two or More Races	4	19	1536	52%	50%	25%	25%
White	8	26	1684	72.75%	87.50%	62.50%	50%
Currently Emergent Bilingual	14	21	1576	59.29%	71.43%	42.86%	21.43%
Second Year of Monitoring	4	30	1744	82.50%	100%	100%	50%
Special Ed Indicator	12	12	1429	34%	16.67%	0%	0%

**May 2022 STAAR Reading, Grade 3**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
WE	59	23	1491	68.93%	77.97%	52.54%	38.98%
Economic Disadvantage	37	20	1417	59.81%	64.86%	35.14%	18.92%
Asian	5	27	1545	78.20%	100%	60%	60%
Black/African American	11	23	1492	68.09%	72.73%	45.45%	36.36%



**May 2022 STAAR Reading, Grade 3**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Hispanic	25	20	1402	59.24%	68%	36%	16%
Two or More Races	3	30	1599	88%	100%	100%	66.67%
White	15	27	1598	78.80%	86.67%	73.33%	66.67%
Currently Emergent Bilingual	15	21	1407	60.80%	80%	26.67%	13.33%
Special Ed Indicator	12	18	1369	52.67%	50%	25%	16.67%

**May 2022 STAAR Reading, Grade 4**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
WE	64	27	1579	74.50%	85.94%	53.12%	34.38%
Economic Disadvantage	36	24	1526	67.31%	75%	38.89%	19.44%
Asian	3	29	1616	80.67%	100%	66.67%	33.33%
Black/African American	16	25	1545	69.06%	75%	37.50%	37.50%
Hispanic	21	26	1564	72.90%	85.71%	52.38%	14.29%
Two or More Races	1	15	1366	42%	0%	0%	0%
White	23	29	1621	80.35%	95.65%	65.22%	52.17%
Currently Emergent Bilingual	10	27	1567	74.30%	90%	50%	20%
First Year of Monitoring	1	33	1709	92%	100%	100%	100%
Third Year of Monitoring	2	30	1602	82%	100%	100%	0%
Special Ed Indicator	14	23	1501	65.21%	78.57%	42.86%	14.29%

**May 2022 STAAR Reading, Grade 5**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
WE	62	28	1615	74.16%	82.26%	61.29%	38.71%
Economic Disadvantage	37	26	1569	68.89%	78.38%	54.05%	24.32%
American Indian/Alaskan Native	1	36	1793	95%	100%	100%	100%
Asian	6	32	1712	84.67%	100%	83.33%	66.67%
Black/African American	19	25	1573	66.84%	68.42%	36.84%	36.84%
Hispanic	24	29	1618	76.50%	87.50%	75%	29.17%

**May 2022 STAAR Reading, Grade 5**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Two or More Races	4	21	1469	54.75%	50%	25%	0%
White	8	32	1685	83.75%	100%	75%	62.50%
Currently Emergent Bilingual	14	27	1578	71.50%	85.71%	57.14%	14.29%
Second Year of Monitoring	4	34	1785	90%	100%	100%	75%
Special Ed Indicator	12	18	1425	46.75%	33.33%	0%	0%

**Reading Levels**

The primary reading levels have shown some significant growth this past school year. We have an Instructional Reading Coach who worked closely with all the primary teachers to ensure they were working with the teachers to plan small group lessons. They also worked on monitoring the student's reading levels with running records that were formal and informal throughout the school year. The students who were not making progress were pulled out for intervention with the Academic Support Teachers.

	<b>Kinder</b>			<b>First</b>			<b>Second</b>		
	<b>On Grade Level</b>	<b>Below Grade Level</b>	<b>Above Grade Level</b>	<b>Above Grade Level</b>	<b>On Grade Level</b>	<b>Below Grade Level</b>	<b>Above Grade Level</b>	<b>On Grade Level</b>	<b>Below Grade Level</b>
<b>WE</b>	<b>8.82%</b>	<b>80.88%</b>	<b>24.07%</b>	<b>22.22%</b>	<b>9.26%</b>	<b>68.52%</b>	<b>36.51%</b>	<b>25.40%</b>	<b>38.10%</b>
<b>Economic Disadvantage</b>	<b>4.17%</b>	<b>89.58%</b>	<b>11.76%</b>	<b>8.82%</b>	<b>14.71%</b>	<b>76.47%</b>	<b>18.92%</b>	<b>27.03%</b>	<b>54.05%</b>
<b>Asian</b>	<b>33.33%</b>	<b>66.67%</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>75%</b>	<b>25%</b>	<b>0%</b>
<b>Black/African American</b>	<b>0%</b>	<b>93.33%</b>	<b>16.67%</b>	<b>16.67%</b>	<b>0%</b>	<b>83.33%</b>	<b>30.77%</b>	<b>23.08%</b>	<b>46.15%</b>
<b>Hispanic</b>	<b>4.55%</b>	<b>90.91%</b>	<b>29.17%</b>	<b>25%</b>	<b>16.67%</b>	<b>58.33%</b>	<b>22.22%</b>	<b>29.63%</b>	<b>48.15%</b>
<b>Two or More Races</b>	<b>30%</b>	<b>60%</b>	<b>0%</b>	<b>0%</b>	<b>33.33%</b>	<b>66.67%</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>
<b>White</b>	<b>5.56%</b>	<b>72.22%</b>	<b>21.43%</b>	<b>21.43%</b>	<b>0%</b>	<b>78.57%</b>	<b>56.25%</b>	<b>18.75%</b>	<b>25%</b>
<b>Currently Emergent Bilingual</b>	<b>25%</b>	<b>62.50%</b>	<b>50%</b>	<b>33.33%</b>	<b>16.67%</b>	<b>50%</b>	<b>28.57%</b>	<b>28.57%</b>	<b>42.86%</b>
<b>Special Ed Indicator</b>	<b>0%</b>	<b>100%</b>	<b>7.14%</b>	<b>7.14%</b>	<b>0%</b>	<b>92.86%</b>	<b>0%</b>	<b>22.22%</b>	<b>77.78%</b>

### **Student Learning Strengths**

One of the greatest strengths that was indicated in reviewing the STAAR reports, is that fourth grade we had seen an increase approaches, meets & masters for Reading and Math.

A second strength is that overall our reading scores meets and masters is predominately higher than the math scores for meets and masters.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Our Hispanic population makes up for 38% of the school, the Hispanic population is performing lower in meets and masters compared to other sub populations. **Root Cause:** The teachers are lacking the prerequisite skills of the previous grade needed for the students who are performing below grade level.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum, Instruction, and Assessment Summary

The curriculum, instruction, and assessment focus at Wolfe Elementary is guided by the TEKS, by the Katy ISD curricular Unit Plans, by the Katy ISD Cornerstones, by the result of formal and informal assessments, and by information gleaned through webinar study with Lead4ward and our district Assessment office representative. We promote 21st Century skills including critical thinking, creative thinking, collaboration, communication, information literacy, problem solving, and social contribution. District unit plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary in both English and Spanish, the Cornerstone continuum, and sample performance tasks. Instructional guidance is offered, as linguistic accommodations, sentence stems, and resources.

Assessment plays a major role in decision making and takes on many different forms at Wolfe Elementary (WE). Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. Grade levels will create post level assessments for each of the Core Contents to determine student instruction and Specific interventions. District Learning Assessments (DLAs) provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Each grade level has identified Focus TEKS, through Lead4ward and KISD Assessment office, so that instruction is supported vertically.

The state of Texas has us administer KEA Reading assessment in Kinder & TPRI/TEJAS in First & Second Grade to closely monitor all students reading progress consistently statewide. Some of the additional formal assessments we use are F&P (Reading Levels), iStation, DreamBox, TELPAS, running records, campus based assessments and other informal assessments.

Third through Fifth Grades participate in campus based assessments, DLAs, F&P, iStation, DreamBox, STAAR, TELPAS, and informal assessments. Bi-weekly grade level PLCs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all possible staff development days. Grade levels have common daily planning times.

Student progress is continuously monitored. The MTSS committee meetings will be held a minimum of four times a year, for both academics and behavior, and are held during professional learning/planning times. The data from campus assessments are used to identify students that are performing below standard. We are continuously assessing our students needs to ensure academic growth. MTSS meetings are scheduled by the Instructional Coordinator, and are attended by the grade level teachers, the interventionists, the counselor, the LSSP, the Instructional Coaches, and the leadership team. Data is inconclusive as to the effectiveness of after school tutorials; we utilize Extended Learning Time (ELT), for the majority of our intervention and extension.

Professional Development is planned based on a staff input and what the data indicates that we need additional staff development in a particular area. The formal surveys and conversations with the instructional coaches has been very beneficial because it allows us to meet the needs of our individual teachers on our campus.

All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan.

## **Student Programs**

47% of our students here at Wolfe are classified as At-Risk. We ensure the success of the students, by making sure we maximized their learning time with large blocks of instructional time throughout the school day. We also have intervention that is provided within in the instructional day to ensure all students are given an opportunity for enrichment activities along with accelerated instruction to meet the needs of our diverse population.

14% of our students here at Wolfe are in an ESL program. We ensure the success of the students, by making sure they are receiving their services by an ESL certified teacher. If we have teachers that are not ESL certified, then we have ESL support teachers that will either do a push in or pull out program based in the individual needs of their students.

19% of our students here at Wolfe are in the special ed program. We ensure the success of the students, by making sure they are receiving their services by a special ed certified teacher or by special ed paraprofessionals.

6% of our students here at Wolfe are in a Gifted program. The students in the Gifted program are pulled out by the Challenge teacher one day a week, in which she provides lessons that challenge the students with their thinking and learning. While, they are pulled out of their class, the other students are reviewing previously topics that had been taught.

We promote STEAM on our campus with the coding that is done in the library. The technology person works with our teachers to incorporate a variety of technology lessons within their classes. The STEAM night has been a huge success in the Spring in which the parents and students are able to engage in a variety of STEAM activities throughout an evening event.

## **Procedures**

Wolfe Master Schedule was created to ensure we maximized the learning time throughout the day. The students have large segments of instructional time that is not interrupted to ensure maximum learning throughout the day. While the students are at specials (Art, Music & PE), the teachers have this time to plan engaging lesson for their students. During Extended Learning Time, this would be a time that students either receive additional support from their Academic Support Teacher. The Academic Support Teachers will either push in or pull out depending on the needs of the students they are working with to provide a student's accelerated instruction.

Tutorials are normally done throughout the school day during Extended Learning Time. Occasionally, we will provide before or after school to assistance students who are in need of additional academic support.

STAR expectations is shared with all the Wolfe Students. These expectations are what students are expected to follow in classrooms, transition areas, cafeteria, gym and at recess. The students are rewarded with Class Dojo points and able to redeem prizes for following the STAR expectations. The STAR expectations are necessary to ensure that we provide a management system to ensure student success throughout the school building. We have posters throughout the building to constantly remind the students of what the expectations are.

We have an instructional technologist that is on our campus once a week, who provides lessons to teachers or classes based on the recommendations of the teacher. She also works to ensure that all the technology equipment is working properly to ensure the successful technology lessons in the classes.

## **Staff Recruitment and Retention**

Wolfe will continuously strive to hire the most qualified teachers and staff members who also share the vision and culture of the campus. When hiring for any position we have a

team of people who have knowledge of that position that participate in the interviews. When hiring teachers we try to find teachers that are ESL certified that will be able to work with our diverse population. Staff retention is of the utmost importance in order for the campus to move forward and continuously build on the concrete foundation being set by the current teachers. Teacher retention will be increased by empowering teachers through leadership opportunities and professional development while maintaining a positive campus culture.

### **School Organization-Culture and Climate**

Teachers, parents, and students at Wolfe Elementary take pride in their school and the school's reputation. We are a school known for a close, family atmosphere -- one in which students' needs are a priority. We have a high standard for the best instructional practices, as well as building social character in our students. Wolfe Elementary focuses on developing the whole child. As a result, learning is of paramount importance. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons to protect the instructional time in the classroom. There is a healthy sense of urgency among our staff that promotes professionalism and unity of purpose. One Team, One Goal!

### **Technology**

We have an instructional technologist that is on our campus once a week, who provides lessons to teachers or classes based on the recommendations of the teacher. She also works to ensure that all the technology equipment is working properly to ensure the successful technology lessons in the classes.

Teachers utilize classroom Smartboards to enhance instruction for students to learn appropriate grade level TEKS and materials.

Wireless access points are installed throughout our building and a Katy ISD filter protects students from harmful sites. We have designated Bridging the Digital Divide, Title I & PTO funds to purchase iPads and Chromebooks that students are allowed and encouraged to check out and take home. These devices are protected by the Katy ISD filter as well. We have two computer labs available for access to enhance classroom instruction. There are also multiple computers and laptops in the library for student, parent, and staff use. Technology is utilized by teachers and/or students in almost every classroom visit done by campus administrators. Wolfe Elementary staff maintain active Twitter accounts, and enjoy promoting daily events in the life of a Maurice L. Wolfe Elementary student!

### **School Processes & Programs Strengths**

#### **Curriculum, Instruction, and Assessment Strengths**

Wolfe Elementary has identified the following strengths:

1. Identification of Focus TEKS to guide our instruction
2. Strong commitment to workshop approach in Reading, Writing, and Math
3. Team planning and bi-weekly PLCs with Instructional Coaches
5. Staff will share their professional learning

The campus strives to provide the highest quality professional development for the entire staff. Wolfe Elementary will create vertical alignment of instruction in all content areas Prek/Kindergarten through Fifth grade. We will accomplish this through professional development and teacher collaboration among the grade levels.

#### **School Organization Strengths**

1. Teachers are committed to utilize best instructional practices
2. Teachers target all students' needs through Extended Learning Time
3. Response To Intervention (RTI) framework
4. Our master schedule maximizes instructional time

5. Protecting instructional time is a priority
6. Safety drills are performed frequently and effectively
7. Campus committees, such as Sunshine, Safety, Volunteer Appreciation, and Positive Behavior Interventions and Supports (PBIS), ensure campus culture and safety

**Program Strengths:**

- 1) Certified ESL & Special Ed Teachers
- 2) Trained ESL & Special Ed Paraprofessionals
- 3) District provides support both to our ESL & Special Ed teachers

**Technology Strengths**

1. Availability of devices in every classroom
2. An Instructional Technologist will assist with effective tech integration into instruction
3. A variety of devices are accessible for student use such as: iPads, Chromebooks, Netbooks, Tablets, Smart TVs, etc.
4. Canvas learning platform is utilized in the intermediate classrooms

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Economically Disadvantaged & Hispanic students continue to under perform compared to the white sub population group. **Root Cause:** Teachers that have been teaching a grade level for less than two years may require additional professional development to ensure they understand the prerequisite skills necessary for our special ed student to understand the current grade level TEKS. We need to ensure we are having vertical alignment meetings and planning focusing collaboration on how to teach the different TEKS.

# Perceptions

## Perceptions Summary

At Wolfe Elementary, we provide a warm welcoming environment for our students and parents. We provide multiple ways to communicate with our families through phone calls, e-mails, Class Dojo, Remind, Campus & Teacher newsletters, school website and Wednesday Folders. We work closely with our PTO to ensure we include them in our planning to see how we can work together for the success of the students. Due to Covid this past school year, we were unable to have Coffee with the Principal each nine weeks. However, the 2021-2022 school year we already have those dates planned. The coffee with the principal is an open forum which allows us to share information about the school, but also receive feedback from parents and community. We have found having the primary and intermediate Coffee with the Principal is helpful to allow us to provide topics that geared for the target audience. We have a set group of volunteers that come to school to volunteer for a variety of activities. We look forward to building relationships with the Pre K/Kinder parents as they are new to the school system. As we foster a positive relationships with these families, it will allow us to continue to grow our PTO/Volunteer organization at Wolfe Elementary.

This past school year we have worked with a school committee to review our PBIS matrix for school wide behavior. The committee has worked to modify the matrix to ensure we have a cohesive language about behavior at Wolfe Elementary. All staff members will be provided the STAR behavior posters for their classroom and common areas. Having a school wide system for behavior helps to promote a positive learning environment. Our counselor has worked with the teachers to promote Purposeful People by providing them weekly lessons that are easy to implement in the classroom. She also works with all 380 students at Wolfe to ensure they are provided guidance lessons and individual counseling as needed.

Administrators provide positive praise to staff and handwritten notes. We plan staff appreciation events at least once a nine weeks, in which we provide them with treats and show our appreciation for all their hard work. Our counselors has partnered with local communities to provide free incentives for the staff that also help our local communities with their businesses.

## Perceptions Strengths

Strengths at Wolfe Elementary our strengths are the following:

PTO board & community who works in conjunction with the school to ensure our students are successful.

Key Mentors and PALS that work to mentor our Wolfe students

Promoted VIPS (Volunteers in Public School)

Promoted PIE (Partners in Education)

PBIS Committee who is working to ensure we promote a positive behavior system for our students

## Problem Statements Identifying Perceptions Needs



**Problem Statement 1:** Wolfe Elementary has approximately about 5% of our parents that volunteering at the school. **Root Cause:** The school needs to ensure that we have volunteering activities that could either be done at school or at home to incorporate all of our parents.