

Katy Independent School District
Wolfe Elementary
2023-2024 Improvement Plan



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

Needs Assessment Overview

Needs Assessment Overview Summary

In preparation for the 2023-2024 school year, we had a meeting on April 19, 2023, to work on the campus needs assessments. In the meeting, we had created a gallery walk of posters on the four areas (demographics, student learning, school process & programs & perceptions). Each of the groups was led by one of the campus representatives and discusses the strengths and grows for each of the areas. The groups had reviewed data from a multitude of areas such as: previous year's STAAR growth, district learning assessments, Fountas Pinnell Reading levels, discipline data, enrollment data, staff demographic data, feedback from the survey and feedback from the campus advisory team.

On April 25, 2023 an email was sent to the campus advisory team regarding the priority problem statements. The committee provided additional input on how to improve them and agreed upon the final problem statements. The table below were all the members of the Campus Needs Assessment Committee Members.

CAT Members

Anna Hinojosa	Principal	Crystal Gomez	Parent
Allyson Peters	Reading IC	Alyson Walker	Instructional Officer-District
Nasreen Ahmed	Counselor	Patricia Ray	IC

Anna Hinojosa	Principal	Crystal Gomez	Parent
Kelsey Evans	Teacher	Sarah Paulette	Teacher
Miriam Wirges	Clinic Aide/ Paraprofessional	Marissa Falcon	Teacher
Heather Parker	Teacher	Laurie Haygood	Teacher
Alane Jenkins	Teacher	Kelli Chandler	Teacher
Anne Wormad	Community Member	Andrea Kunkel	Community Member
Beau York	Parent	Vivian Muldune	District Member
Allyson Walker	District Member	Georgiana Trevino	Paraprofessional

Demographics

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 2023, there were 349 students enrolled Pre-K through 5th grade. Most of the students are Hispanic at about 43%. White students make up approximately 25% while African American make up approximately 25%. The remainder of the population is made up of Asian which is approximately 4%. The at-risk population is approximately 49%. The special education population is at 24%. The gifted and talented population is at 6% and 19% of the population is Limited English Proficient. The economically disadvantaged population is 67%. We have a mobility rate of 27% at Wolfe Elementary. The school being located on Highway 6 and Interstate-10 is a very transient area with parents who are transferring from the surrounding districts. We don't have any migrant students at Wolfe Elementary.

Our instructional staff has 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. We also have paraprofessionals in all the different departments of the school. We have paraprofessionals that either are instructional or non instructional. If they are instructional they must have 60 college hours or pass the para pro test in order to work with the teachers and students. 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. An administrator met with the new teachers and provided additional one on one training based on their specific needs.

Demographics Strengths

At Wolfe Elementary, we have a diverse group of students who attend Wolfe. Our enrollment is relatively lower than any other elementary campus in Katy ISD, which allows us to get to know many of the student's on a first name basis and build great relationships with the students and their families. Our school community is surrounded by an affluent neighborhood, which works closely with the school to ensure that all the students are being taken care of throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The data for these At-Risk students indicates that they perform below grade level in Reading, Math and/or Science. **Root Cause:** Teachers need additional professional development in these different subjects to meet the needs of our At Risk students.

Student Learning

Student Learning Summary

At Wolfe Elementary, our two top academic areas that we are continuously focusing on is Reading and Math. Our previous STAAR data for grades 3rd-5th indicated that our Hispanic and African American students are consistently performing lower than their peers. This past school year, we continue to see this trend with our District Interim Assessments that we give once in fall and once in the Spring. The Hispanic & African American groups do show growth in the meets area of the assessment, but continue to perform lower than their peers.

As we analyzed the 3rd-5th Math Interim at the end of the school year, the meets average for Hispanic was 45%, African American 33%, and their peer group had a meets of 64%.

As we analyzed the 3rd-5th Reading Interim at the end of the school year, the meets average for Hispanic was 49%, African American 34%, and their peer group had a meets of 73%.

All of the student groups had shown growth in the Reading & Math from the Fall to Spring which was something to celebrate, however they are still performing lower than their peers.

As we analyzed the 5th Science Interim at the end of the school year, the meets average for Hispanic was 38%, African American 17%, and their peer group had a meets of 76%.

As we reviewed the special programs, the data indicated that the emerging bilingual students had a higher average for meets than the students who were in the special education program.

Student Learning Strengths

At Wolfe Elementary, our two top academic areas that we are continuously focusing on is Reading and Math. Our previous STAAR data for grades 3rd-5th indicated that our Hispanic and African American students are consistently performing lower than their peers. This past school year, we continue to see this trend with our District Interim Assessments that we give once in fall and once in the Spring. The Hispanic & African American groups do show growth in the meets area of the assessment, but continue to perform lower than their peers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Hispanic and African American students are performing much lower than their peers on Interim Assessment & Check Points in Reading, Math and/or Science. **Root Cause:** Our teachers are working with students who are performing well below grade level expectations, the teachers need additional professional development on differentiation to meet the needs of diverse students and how to balance between first teach and scaffolding learning for the students.

School Processes & Programs

School Processes & Programs Summary

Katy ISD has a curriculum that is aligned to the state TEKS and the district has a plethora of resources and materials for teachers to choose from to teach. At Wolfe Elementary, we have a Reading/Social Studies Instructional Coach & Math/Science Instructional Coach who plans with the teachers weekly to help them develop authentic lessons to engage the students and ensure they are mastering the TEKS. We have ongoing professional development and data analysis meetings during our professional learning community meetings that occur every other week for primary and intermediate teachers. Teachers have to create lesson plans for whole groups and small groups students that aligned to the TEKS that they students are expected to master. Staff will analyze the student work to determine which TEKS the student has mastered and need additional support. All the assessment are created jointly with the teacher and instructional coaches to ensure that the teacher's have the end in mind and know the depth of the lesson.

At the start of the school year, the leadership team meet with the teachers to review expectations and systems and structures to ensure the mastery of TEKS. The teachers are trained on the lesson plan templates they are expected to use to help the teacher maximize their lesson for the first line of instruction.

Throughout the school year, the leadership team will walk the classrooms and provide the teachers with on-going feedback about the instruction that is taking place in the classroom. In the walks, we are looking for the alignment of the TEK, first line instruction along with independent work that the students are being provided. In the walks, we also are looking to see how the lessons are diverse to meet the needs of their special education and ESL students. The teachers will receive feedback in a timely manner, to allow them to reflect on their practices and celebrate the success and/or allow them to make adjustments to ensure students master the TEKS. Leadership team comes together to determine next steps based on the feedback on the walks that was provided to the teachers.

The support that is provided to the teachers will look very differently depending on the need of the teacher. A new teacher made need the coaching cycle in which it can be a process of 4 to 6 weeks, compared to a veteran teacher it could be a meeting about additional instructional strategies that would be used to support the students. If we see that the need is greater we have been known to call in district personnel to support the campus to ensure student success.

Each nine weeks we also have Kid Chats where we review the students who may be struggling with academics or behavior. We develop an intervention plan for these students for approximately 9 weeks, in which we review how the student's progress and make adjustments as needed. These students will receive intervention from the classroom teacher or Academic Support Team.

School Processes & Programs Strengths

We have structures in systems in place that allow teachers to meet with both the Reading & Math Instructional coaches weekly to collaborate and plan future lesson for the students. The PLC schedule and faculty meetings have time built in to ensure professional development can take place and ongoing pd needed to ensure the successful implementation of campus initiatives.

We have staff members on the campus that can be role models and their peers able to observe to see what excellent classroom management or strong first teach utilizing the I Do, We Do and You Do model.

We have teachers that have taken the initiatives to lead some changes on the campus with PBIS and Ron Clark which has helped to build the climate and culture at Wolfe Elementary. Everyone at Wolfe is part of House and helps to promote a unity with all teachers and students.

Our instructional coordinator has made a tremendous difference with ensuring the Multi Tiered Support System is meeting each nine weeks to discuss the progress of the students who are performing below grade level and what can be done to support the students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to find a way to maximize the teacher's planning and professional learning community time to ensure that they are able to address all the different components of an effective lesson. Teachers need to ensure they are planning quality questions to maximize the daily lessons. **Root Cause:** The planning and PLC times must be structured and follow the agendas for each meeting. Teachers need to be provided exemplars and provided professional development on new expectations and lesson plan templates. We will have designated times to review the instructional data to ensure planning to meet the needs of the students.

Perceptions

Perceptions Summary

One of the biggest areas of ongoing feedback that was indicated on the Safety & Security Survey is that discipline and student's unruly behavior is a concern. These concerns were not only discussed in the survey, but also were shared by numerous teachers and parents. As we reviewed the discipline referrals for the school year, it revealed that we 299 discipline referrals for the entire school year. As we reviewed the end of the data more carefully, it was revealed that 89 of 299 referrals were a result of bus infractions.

The PBIS team met throughout the school year to create incentives to help promote positive Wolfe behavior. The Ron Clark team had come together several times of the year to promote good behavior and leaders in the building. At the end the school year, Reveur had the most points and had a celebration praising them for their great Wolfe Behavior.

The district behavior and special ed behavior specialist provided support to the campus with some of the ongoing behaviors that were impacting student learning.

This past school year we had seen increase in the PTO volunteer hours from 1,239 from 21/22 to 2,310 hours for the 22/23 school year. 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 continue 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 season 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.

We continue to work on parent engagement throughout the school year. We provide a variety of ways for the parents to be engaged in their student's learning. We design specific night events that allow the parents to engaged in the their child's learning. The Coffee with the Principal and Campus Advisory Team meetings also allow parents to share ideas of future ways they would like ot get engaged their child's learning.

We are able to get many different activities accomplished with our parent volunteers at Wolfe Elementary, however it is the same group of parents that are up here all the time. We need to work on a way to recruit new parent volunteers at Wolfe Elementary.

Perceptions Strengths

The community has recognized the school's efforts over the past couple of years increasing the rating from "D" to an "A" in four years with the STAAR assessment. The teachers do a good job supporting the students and caring for the kids. The small size of the campus allows all the staff to get to know many of the students by name. The weekly House Chanting allows us to welcome all the new students and induct them to a house which makes them feel part of the Wolfe Community. The parents have also shared they see the excitement of the students talking about their Houses and the friendly competitions between the different houses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the enrollment of 426 students, we have a high discipline referral rate in contrast to our low enrollment rate. **Root Cause:** At times we have high number of out bursts in the classroom, which is causing a negative impact on student learning. We need to provide teachers additional professional development on how to deescalate the behavior in the classroom and how to handle the emotional needs of some of their students.

Priority Problem Statements

Problem Statement 1: The data for these At-Risk students indicates that they perform below grade level in Reading, Math and/or Science.

Root Cause 1: Teachers need additional professional development in these different subjects to meet the needs of our At Risk students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to find a way to maximize the teacher's planning and professional learning community time to ensure that they are able to address all the different components of an effective lesson. Teachers need to ensure they are planning quality questions to maximize the daily lessons.

Root Cause 2: The planning and PLC times must be structured and follow the agendas for each meeting. Teachers need to be provided exemplars and provided professional development on new expectations and lesson plan templates. We will have designated times to review the instructional data to ensure planning to meet the needs of the students.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Based on the enrollment of 426 students, we have a high discipline referral rate in contrast to our low enrollment rate.

Root Cause 3: At times we have high number of out bursts in the classroom, which is causing a negative impact on student learning. We need to provide teachers additional professional development on how to deescalate the behavior in the classroom and how to handle the emotional needs of some of their students.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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 benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: August 22, 2023





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

Performance Objective 1: HB3: The percent of all third grade Wolfe Elementary students who achieve Meets and above in Math will increase from 43 % to 46% by July 2024.

HB3 Goal

Evaluation Data Sources: The STAAR results will be compared from the 2023 to 2024 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will devise whole group & small group instruction which incorporates researched based strategies & practices. Materials , technology, resources and professional development will be provided to the staff. Administrators and IC's will develop a schedule for monitoring whole group & small group instruction. The team will use the walk through rubric & a variety of assessments to monitor the student's progress.</p> <p>Strategy's Expected Result/Impact: The student should show growth in Interim Assessments from the previous school year & performing at the Meets level or above on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required math TEKS for all students - 211 - Title I Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring and interventionist will be hired to work with our students during tutorials and/or extended learning time.</p> <p>Strategy's Expected Result/Impact: Increase scores on Check point's & Interim Assessments. Students will be given a pre/post test to document progress.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of all third grade Wolfe Elementary students who achieve Meets and above in Reading will increase from 54% to 57% by July 2024.

HB3 Goal





Evaluation Data Sources: The comparison of the STAAR results from 2023 to 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will devise whole group & small group instruction which incorporates research based practices. Materials, technology, resources and professional development will be provided to the teachers. Administrators and IC's will develop a schedule for monitoring whole & small group through a walk through rubric. The administrative team will be reviewing data by student groups.</p> <p>Strategy's Expected Result/Impact: The student should show growth in module assessments from the previous school year & performing at the Meets level or above on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required reading & social studies and writing TEKS for all students - 211 - Title I Part A - \$11,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will utilize a plotter to create visual posters for the students to be able to understand the content that is being taught. We have a high number of ESL & Special Ed students that need visual to help them learn the current content.</p> <p>Strategy's Expected Result/Impact: We should see that students will be able to perform higher on CBA's and quizzes.</p> <p>Staff Responsible for Monitoring: Instructional coaches</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Plotter - 211 - Title I Part A - \$1,900</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: The percent of all fifth grade Wolfe Elementary students who achieve Meets and above in Science will increase from 42% to 45% by July 2024

Evaluation Data Sources: The comparison of the STAAR results from 2023 to 2024





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will devise whole group lesson plans that follow the 5E model of instruction & small group lesson plans focused on spiraling TEKS. Materials, technology, resources and professional development will be provided for all staff. Administrators and IC's will develop a schedule for monitoring classroom and reviewing data by student performance.</p> <p>Strategy's Expected Result/Impact: The student should show growth in interim assessment's from the previous school year & performing at the Meets level or above on STAAR. The interactive journals will support the vocabulary development of our students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4</p> <p>Funding Sources: Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required science TEKS for all students - 211 - Title I Part A - \$10,769</p>	Formative			Summative
	Oct	Jan	Apr	June
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Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: The overall average percent of 3rd-5th Hispanic students who achieve Meets and above in Math will increase 2% from 39% to 42% and who achieve Meets and above by July 2024.

Evaluation Data Sources: The comparison of the STAAR results from 2023 to 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Wolfe will administer assessments, interpret and utilize disaggregated data in order to address all student needs and implement targeted interventions. We will also ensure to address the specific needs of our At-Risk students as well. The interventions will be provided by the Academic support, ESL, special education and/or general ed teacher through intervention times or tutorials.</p> <p>Strategy's Expected Result/Impact: Wolfe Elementary Students will show growth in their spiral reviews from previous items that were being assessed on the check points.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Title 1 teacher - 211 - Title I Part A - \$73,382</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The data for these At-Risk students indicates that they perform below grade level in Reading, Math and/or Science. Root Cause: Teachers need additional professional development in these different subjects to meet the needs of our At Risk students.</p>

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: ESF-85% of teachers will master utilizing instructional strategies to ensure student success.





Evaluation Data Sources: Staar, Campus Check Points & Interims

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators & leadership team will conduct walks using their monitoring tool to collect data on utilizing different instructional strategies. Professional development will be provided on data collected from the monitoring tool which be evaluated through the fall and spring semester.</p> <p>Strategy's Expected Result/Impact: We will see an increase in student work shown on different student written artifacts.</p> <p>Staff Responsible for Monitoring: Principals & Instructional coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: We should see a 2% increase from the 3rd-5th Math STAAR 49% from School year 22/23 to 51% 3rd-5th Math STAAR for the STAAR 23/24 school year.





Evaluation Data Sources: We will review all campus based assessments and review the grade book to see how students are performing on their overall average of daily assignments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teams will create TEK aligned assessments focusing on readiness and supporting standards. Assessments will include constructive responses and new question types to meet state standards.</p> <p>Strategy's Expected Result/Impact: We should see a 2% increase in the Spring Math Interim from the 22/23 school year to 23/24 school year.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Wolfe Elementary will develop additional training and resources for teachers that support technology integration and instructional planning for online learning.





Evaluation Data Sources: We will be evaluate the growth of the students in the reports from Amira and Dream Box.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide opportunities, inclusive of professional development, to build the capacity of all staff on how to integrate multiple technology tools that are relevant to the digital learners</p> <p>Strategy's Expected Result/Impact: Increase in the number of teachers planning and implementing lessons where students have the opportunity to use technology to create and experience unique learning experiences.</p> <p>Staff Responsible for Monitoring: Classroom Technology Designer</p> <p>Title I: 2.4</p> <p>Funding Sources: Digital Resources & Online Subscriptions - 211 - Title I Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: 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: Wolfe will be 100% staffed with highly effective, certified (if applicable) personnel.

Evaluation Data Sources: Recruiting records, hiring time lines, and retention reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Wolfe teachers & staff will be supported with ongoing professional development sessions, mentor support, and opportunities to observe instruction in other classrooms.</p> <p>Strategy's Expected Result/Impact: New teachers will grow professionally and successfully impact student achievement</p> <p>Staff Responsible for Monitoring: Instructional Coaches & Administrators</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Professional Development - 282 - ESSER III - \$10,000, Other Contracted Services - 211 - Title I Part A - \$10,000, Administrative Professional Development - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize staff members accomplishments through classroom walk-throughs, observations, electronic applications, and/or in weekly staff communication.</p> <p>Strategy's Expected Result/Impact: Maintain the staff retention at 90%.</p> <p>Staff Responsible for Monitoring: Instructional Coaches & Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The data for these At-Risk students indicates that they perform below grade level in Reading, Math and/or Science. Root Cause: Teachers need additional professional development in these different subjects to meet the needs of our At Risk students.</p>





Goal 6: 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: The faculty at Wolfe Elementary will work collaboratively with parents and the community to continue to have a safe, supportive and positive learning environment that will promote high academic achievement for all students.

High Priority

Evaluation Data Sources: Volunteer hours

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent communication will regularly occur through weekly Wednesday folders, campus website, School Newsletter, weekly grade level newsletters, Dojo, Canvas, progress reports, report cards, CAT team meetings and conferences. The school compact and family engagement policy will be distributed at open house and parent teacher conferences.</p> <p>Strategy's Expected Result/Impact: Positive feedback from parent surveys</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 4.2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide multiple opportunities for parents to be actively engaged with their students and the teaching and learning process at Wolfe by providing meet the teacher, parent orientation, interactive family nights, and special programs.</p> <p>Strategy's Expected Result/Impact: Increase in parent/family attendance at events</p> <p>Staff Responsible for Monitoring: Title I Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Books & supplies for parental engagement activities - 211 - Title I Part A - \$1,788</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Curriculum events and Title I annual meetings will be held at different dates and at different times to accommodate parent's schedules so they have more than one opportunity to attend</p> <p>Strategy's Expected Result/Impact: Increase in parent/family involvement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.2</p> <p>Funding Sources: Academic materials to support student learning at home - 211 - Title I Part A - \$2,758</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide PK/K transition strategies that include PK/K parent orientation and encourage student attendance at district offered PK/K Summer Program to identified students in ESL.</p> <p>Strategy's Expected Result/Impact: Increased PK/K registration</p> <p>Staff Responsible for Monitoring: PK/K Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a smooth transition for 5th graders going to 6th grade by inviting junior high school counselors to teach about course and arranging various visits from the fine arts department.</p> <p>Strategy's Expected Result/Impact: Increased awareness of available junior high programs.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The data for these At-Risk students indicates that they perform below grade level in Reading, Math and/or Science. Root Cause: Teachers need additional professional development in these different subjects to meet the needs of our At Risk students.</p>

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: ESF-Wolfe Elementary will decrease our discipline referrals by 10% from 299 from 22/23 School Year to 270 the 23/24 school Year. The Wolfe campus leaders ensure that teachers are implementing best practices for classroom culture, including establishing clear, efficient routines that maximize student learning.

Evaluation Data Sources: Decrease in Discipline Referrals from 22/23 to 23/24 school year, Stakeholder Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Character Strong to teach students the importance of strengthening one's own character in order to build and improve relationships, increase academic achievement and overall improve the climate and culture of their school. The lessons from the program will also provide students with life long lessons and prevent violence on the campus to increase a well rounded education.</p> <p>Provide professional development to staff members.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, and decrease in incidences of bullying</p> <p>Staff Responsible for Monitoring: Character Strong Core Team of Teachers and Administrators</p> <p>Title I: 2.5</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Professional development for staff members - 211 - Title I Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The PE coach will have a variety of activities to promote health and well being of students.</p> <p>Strategy's Expected Result/Impact: The students should be more aware of healthy choices and improve scores on the fitness gram.</p> <p>Staff Responsible for Monitoring: PE Coach</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Based on the enrollment of 426 students, we have a high discipline referral rate in contrast to our low enrollment rate. **Root Cause:** At times we have high number of out bursts in the classroom, which is causing a negative impact on student learning. We need to provide teachers additional professional development on how to deescalate the behavior in the classroom and how to handle the emotional needs of some of their students.

Title I

1.1: Comprehensive Needs Assessment

In preparation for the 2023-2024 school year, we had a meeting on April 19, 2023, to work on the campus needs assessments. In the meeting, we had created a gallery walk of posters on the four areas (demographics, student learning, school process & programs & perceptions). Each of the groups was led by one of the campus representatives and discusses the strengths and grows for each of the areas. The groups had reviewed data from a multitude of areas such as: previous year's STAAR growth, district learning assessments, Fountas Pinnell Reading levels, discipline data, enrollment data, staff demographic data, feedback from the survey and feedback from the campus advisory team.

On April 25, 2023 an email was sent to the campus advisory team regarding the priority problem statements. The committee provided additional input on how to improve them and agreed upon the final problem statements. The table below were all the members of the Campus Needs Assessment Committee Members.

CAT Members

Anna Hinojosa	Principal	Crystal Gomez	Parent
Allyson Peters	Reading IC	Alyson Walker	Instructional Officer-District
Nasreen Ahmed	Counselor	Patricia Ray	IC
Kelsey Evans	Teacher	Sarah Paulette	Teacher
Miriam Wirges	Clinic Aide/ Paraprofessional	Marissa Falcon	Teacher

Anna Hinojosa	Principal	Crystal Gomez	Parent
Heather Parker	Teacher	Laurie Haygood	Teacher
Alane Jenkins	Teacher	Kelli Chandler	Teacher
Anne Wornad	Community Member	Andrea Kunkel	Community Member
Beau York	Parent	Vivian Muldune	District Member
Allyson Walker	District Member	Georgiana Trevino	Paraprofessional

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CAT team met four times this previous school year to review the campus improvement plan. At the last meeting, recommendations and changes were made for the upcoming school year.

2.2: Regular monitoring and revision

The campus improvement plan is reviewed not only by all stake holders, but there are quarterly checks that the leadership team do to ensure we are working on our goals.

2.3: Available to parents and community in an understandable format and language

The final CIP is shared at the CAT meetings, copy in front office & on the school website. The district translates the CIP into spanish for our campus.

2.4: Opportunities for all children to meet State standards

The goals in CIP ensure that all subpopulations are provided oppurtunities to be successful.

2.5: Increased learning time and well-rounded education

The master schedule has been created to ensure that learning time has been maximized. Outside of the regular learning day, we offer morning tutorials to those students needing HB1416 hours. We continue to build strong student characters with Character Strong Lessons to ensure students are well rounded in all aspects of their life. We offer specials classes which include Art, Music, and PE which also fosters a well-rounded education. We have programs for qualifying students to help with academic achievement and growth. These programs include:

Dyslexia Special Education

Sped Dyslexia Gifted and Talented

Ron Clark House system officers (these are voted in)

Pull-out interventions for reading and math

Push-in interventions for reading, math, and ESL

2.6: Address needs of all students, particularly at-risk

The campus has a variety of data points in eduphoria which allow us to monitor the students. The formative assessments are campus based assessments, district learning assessments & state wide assessments. Our instructional coordinator monitors student achievement through kid chats and feedback from teachers and interventionists as well as dyslexia and special ed. teachers each nine weeks. Teachers and interventionists log data and observations in e-star under MTSS, including progress monitoring that goes home to parents, outlining the students strengths and weaknesses.

3.1: Annually evaluate the schoolwide plan

The summative evaluation that we do at the end of the year allows us to review all the different goals to ensure students are making progress. The CIP is analyzed in a CAT meeting, feedback is gathered, and changes are made as necessary. In addition, each summer we review and make adjustments to the CIP as needed for the following school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The CAT team makes changes to the parent and family engagement policy annually. It is then distributed in Wednesday folders, placed on the school website, and put in the weekly school newsletter.

4.2: Offer flexible number of parent involvement meetings

We have a variety of meetings for our parents: Coffee with Principal where they are able to share ideas and thoughts, this is a minimum of four times a year and is held in the morning on a school day. We also have several parent night events these include Orientation Night, Literacy/STEAM night, and multicultural night. These events are held in the evening on a school day. We also have a PTO that hosts a carnival which takes place on a weekend and a color fun run hosted by our PE teacher, this is held on a Saturday morning.

5.1: Determine which students will be served by following local policy

The accountability department meets with us annually regarding the student progress. They let us know which students we need to closely monitor each academic year. We also hold kid chats each 9 weeks and analyze data to determine who will receive math and/or reading intervention. Our teachers and interventionists record data and notes in E-Star for MTSS and our instructional coordinator monitors this information and has collaborative conferences with teachers as needed. It is through this process that our students are tested for dyslexia and special education.

Campus Advisory Team

Committee Role	Name	Position
Administrator	Anna Hinojosa	Principal
Title I Coordinator/AST Teacher-Reading/Math	Jennifer Woodring	Title I/AST
Classroom Teacher	Angela Fernandez	teacher
Paraprofessional	Georgia Trevino	PE paraprofessional
Parent	Crystal Gomez	parent
IC	Carrie McDaniel	Reading IC
IC	Ashley Lucineo	Math IC
District-level Professional	Rami Tulp	District Interventionist
District-level Professional	Vivian Muldune	District Title I Personnel
Administrator	Kristin Graves	Assistant Principal
Non-classroom Professional	Patricia Ray	Instructional Coordinator
Counselor	Kyleisha August	Counselor
Classroom Teacher	Leticia Cardozo	kindergarten teacher
Classroom Teacher	Kristen Erickson	1st grade teacher
Classroom Teacher	Ryan Barton	2nd grade teacher
Classroom Teacher	Kelli Chandler	3rd grade teacher
Classroom Teacher	Shatynna Smith	5th grade teacher
Non-classroom Professional	Melissa Davis	Special Education teacher
Paraprofessional	Alexsandra De Paula	Registrar
Non-classroom Professional	Heather Parker	Music Teacher

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required math TEKS for all students		\$10,000.00
1	2	1	Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required reading & social studies and writing TEKS for all students		\$11,000.00
1	2	2	Plotter		\$1,900.00
1	3	1	Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required science TEKS for all students		\$10,769.00
2	1	1	Title 1 teacher		\$73,382.00
4	1	1	Digital Resources & Online Subscriptions		\$10,000.00
5	1	1	Administrative Professional Development		\$5,000.00
5	1	1	Other Contracted Services		\$10,000.00
6	1	2	Books & supplies for parental engagement activities		\$1,788.00
6	1	3	Academic materials to support student learning at home		\$2,758.00
7	1	1	Professional development for staff members		\$10,000.00
Sub-Total					\$146,597.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Professional Development		\$10,000.00
Sub-Total					\$10,000.00