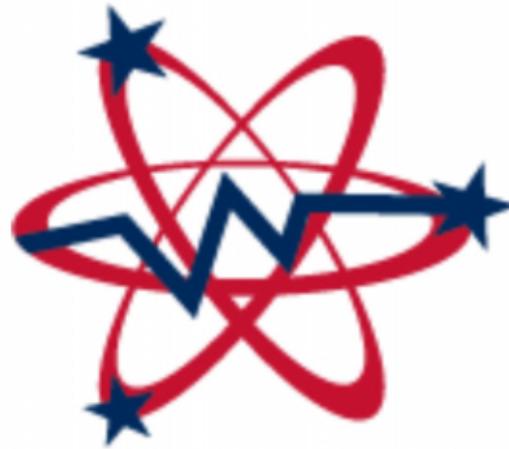


Katy Independent School District
Wolfe Elementary
2024-2025 Campus Improvement Plan



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

Revised/Approved: June 5, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Overview Wolfe Elementary

Comprehensive Needs Assessment School Profile

Wolfe Elementary is a campus in Katy ISD opened its doors in 1969.

It is projected to serve 443 students in grades Pre-K-5th during the 2024-2025 school year, which is 31 an increase from the previous year of 412. The campus is an elementary Title 1 school.

List of Stakeholders and roles

Principal	Anna Hinojosa	Parent	
Assistant Principal (Other School Leader)	Kristin Graves	Parent	Crystal Gomez
Other school leader	Becky Woodring	District Representative	Vivian Muldune
Teacher	Kelli Chandler	District Representative	Rami Tulp
Teacher	Angela Fernandez	Community/Business	Cristina Athari
Paraprofessional	Alexsandra De Paula	Community/Business	
Paraprofessional	Georgiana Trevino		

Comprehensive Needs Assessment Process

Wolfe needs assessment process is described below. The campus leadership team evaluated the 2023-24 data. We reviewed the following data: Sample Data

STAAR	Dream Box/Amira Reports
Attendance	Surveys and Interview with Parents/Students/Staff
Discipline	Teacher Turnover Rate
Homeless Students	RTI/ MTSS

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met face to face on February 28, 2024 and again on May 15, 2024 at to develop the CNA. The meetings were held in the campus library starting at 3:45 p.m. on both dates. We plan to meet each quarter during the 24/25 school year.

At the first meeting on February 28th, Principal Hinojosa began the meeting with introductions. Then, Principal Hinojosa shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Hinojosa then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2023 -2024 school year. Principal Hinojosa lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 10 specific data points to identify strengths and problems from 2023-2024 school year. Principal Hinojosa thanked everyone for their participation and reminded everyone of the second CNA meeting on May 15, 2024.

At the second meeting on May 15th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Hinojosa lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

<p>Demographics:</p> <p>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, but was originally built in 1969.</p> <p>In June of 2024, there were 414 students enrolled Pre-K through 5th grade. Most of the students are Hispanic at about 46%. African American students make up approximately 25%</p>	<p>Strengths:</p> <p>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 small classroom sizes allow us to meet the educational needs of our students. 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.</p>
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the population is made up of Asian which is approximately 5%.

The at-risk population is approximately 53%. The special education population is at 26%. The gifted and talented population is at 5% and 23% of the population is Limited English Proficient. The economically disadvantaged population is 67%. The homeless population is 6%. 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

Problems:

We have 105 discipline referrals and would like to reduce the referrals by 5% next school year. Behavior K-5 is impacting instruction in classrooms, which affects student performance outcomes for the different sub populations.

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.

Student Learning:

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 not all of our sub populations were performing at the same level of their peers. The table below is the May 2022 STAAR Data for Reading.

May 2022 STAAR Reading, Grade 5			
Total Students	Percent Score	Meets Grade Level (TX)	Masters Grade Level (TX)
62	74 19%	61 29%	38 71%

Strengths:

At Wolfe Elementary, our two top academic areas that we are continuously focusing on is Reading and Math. Our data indicates that we are closing the gap in Reading & Math as students are going from 3rd to 4th and then 4th to 5th. We are seeing an increase in our meets and masters compared to previous years.

Problems

May 2022 STAAR Reading, Grade 4			
Total Students	Percent Score	Meets Grade Level (TX)	Masters Grade Level (TX)
64	74.52%	53.12%	34.38%

May 2022 STAAR Reading, Grade 3			
Total Students	Percent Score	Meets Grade Level (TX)	Masters Grade Level (TX)
59	68.99%	52.54%	38.98%

In grades 3rd-5th, our Reading and Math data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%.

2023-2024 Interim Reading Assessment, Grade 5		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
65	66.15%	41.54%

2023-2024 Interim Reading Assessment, Grade 4		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
66	53.03%	33.33%

2023-2024 Interim Reading Assessment, Grade 3		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
54	38.89%	12.96%

As we review the STAAR data from 2022 to Interim data for the Reading Assessment, we notice that our 3rd grade students are performing much lower than our 4th & 5th grade students. The average score for STAAR for grades 3rd-5th meets is 55% and the school goal is 70% or higher in meets. The average score for Interim for grades 3rd-5th meets is 52% and the school goal is 70% or higher in meets. The data indicates that each school year we are closing the gap for the students going into 4th and 5th, but this is something we continue to work on at Wolfe Elementary.

May 2022 STAAR Mathematics, Grade 5		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
62	54.84%	33.87%

May 2022 STAAR Mathematics, Grade 4		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
64	45.31%	35.94%

May 2022 STAAR Mathematics, Grade 3		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
59	38.98%	22.03%

2023-2024 Interim Math Assessment, Grade 5		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
65	55.38%	33.85%

2023-2024 Interim Math Assessment, Grade 4		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
67	55.22%	44.78%

2023-2024 Interim Math Assessment, Grade 3		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
56	46.43%	30.36%

As we review the STAAR data from 2022 to Interim data for the Math Assessment, we notice that our 3rd grade students are performing much lower than our 4th & 5th grade students. The average score for STAAR for grades 3rd-5th meets is 46% and the school goal is 70%. The average score for Interim for grades 3rd-5th meets is 52% and the school goal is 70%. The data indicates that each school year we are closing the gap for the students going into 4th and 5th, but this is something we continue to work on at Wolfe Elementary.

School Processes and Programs:

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 an 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.

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.

Problems:

Students are performing below grade level are not progressions at a sufficient rate to meet grade level expectations.

<p>Perceptions:</p> <p>The 2023/2025 School Year we had sent a survey to the parents to find out how the school was doing according to the parents. We did notice that we had seen a decline in bullying behavior from the previous school year. We have taken many proactive roles this school year with how to help with bullying. This is our second school year with Ron Clark "House System" in which we are intentional with promoting positive climate and culture in the building. We also had project class which was focused on teaching social skills and helping them understand how to talk about their feeling of frustrations, instead of acting out their frustrations. Our counselor also had created counselor chat sessions in which the students would be able to meet with her about items that were bothering the students. This was a proactive way to mitigate situations between students.</p> <p>According to the survey, students still prefer to tell their parents about a bullying issue and then the parents will report it to us. The survey indicated the majority of bullying taking place on social media platforms.</p> <p>As a campus, we conducted a different survey asking the parents how we were doing. We noticed one reoccurring theme for some of the comments. It indicated a lack of communication from the school regarding students who were not performing well in some of the classes.</p> <p>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 be engaged in 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 to get engaged in their child's learning.</p> <p>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.</p>	<p>Strengths:</p> <p>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.</p> <p>Problems:</p> <p>Parents perceive a lack of communication from the campus regarding what content is currently being taught and how their child is performing.</p>
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Priority Problem Statement and Root Causes

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Problem Statement We have 105 discipline referrals and would like to reduce the referrals by 5% next school year. Behavior K-5 is impacting instruction in classrooms, which affects student performance outcomes for the different sub populations.

Root Cause Wolfe Staff need beginning of the year and ongoing training on how to use a variety of behavior strategies & interventions consistently throughout the year to increase student engagement and decrease off task student behaviors

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Problem Statement In grades 3rd-5th, our Reading and Math data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%.

Root Cause Teachers need initial and ongoing training on understanding of

the content which affects the use of instructional strategies and resources during the first teach.

Problem Statement

Parents perceive a lack of communication from the campus regarding what content is currently being taught and how their child is performing.

Root Cause

All teachers are not consistent with the communication with parents in regards to their student's progress. Teachers will need professional development about communication guidelines from the campus.

Problem Statement

Students are performing below grade level are not progressions at a sufficient rate to meet grade level expectations.

Root Cause

Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students.

Three Areas of Focus for Next Year

1. Student Achievement-Reading & Math
2. School Wide behavior expectations
3. Parent communication

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, but was originally built in 1969. In June of 2024, there were 414 students enrolled Pre-K through 5th grade. Most of the students are Hispanic at about 46%. African American students make up approximately 25% while White make up approximately 21%. The remainder of the population is made up of Asian which is approximately 5%. The at-risk population is approximately 53%. The special education population is at 26%. The gifted and talented population is at 5% and 23% of the population is Limited English Proficient. The economically disadvantaged population is 67%. The homeless population is 6%. 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 small classroom sizes allow us to meet the educational needs of our students. 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): Our PBIS committee only met twice last school year to review behavior trends in the building. Behavior K-5 is impacting instruction in classrooms, which affects student performance outcomes for the different sub populations. **Root Cause:** Wolfe Staff need beginning of the year and ongoing training on how to use a variety of behavior strategies & interventions consistently throughout the year to increase student engagement and decrease off task student behaviors. The PBIS committee will meet once a nine weeks to analyze the behavior trends in the building and collaborate with the administrators, counselor & MTSS-B personnel.

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 not all of our sub populations were performing at the same level of their peers. The table below is the May 2022 STAAR Data for Reading.

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Total Students	Percent Score	Meets Grade Level (TX)	Masters Grade Level (TX)
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Total Students	Percent Score	Meets Grade Level (TX)	Masters Grade Level (TX)
64	74.52%	53.12%	34.38%
May 2022 STAAR Reading, Grade 3			
Total Students	Percent Score	Meets Grade Level (TX)	Masters Grade Level (TX)
59	68.99%	52.54%	38.98%

2023-2024 Interim Reading Assessment, Grade 5		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
65	66.15%	41.54%
2023-2024 Interim Reading Assessment, Grade 4		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)

2023-2024 Interim Reading Assessment, Grade 5		
66	53.03%	33.33%
2023-2024 Interim Reading Assessment, Grade 3		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
54	38.89%	12.96%

As we review the STAAR data from 2022 to Interim data for the Reading Assessment, we notice that our 3rd grade students are performing much lower than our 4th & 5th grade students. The average score for STAAR for grades 3rd-5th meets is 55% and the school goal is 70% or higher in meets. The average score for Interim for grades 3rd-5th meets is 52% and the school goal is 70% or higher in meets. The data indicates that each school year we are closing the gap for the students going into 4th and 5th, but this is something we continue to work on at Wolfe Elementary.

May 2022 STAAR Mathematics, Grade 5		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
62	54.84%	33.87%
May 2022 STAAR Mathematics, Grade 4		
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64	45.31%	35.94%
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Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
59	38.98%	22.03%

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Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
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2023-2024 Interim Math Assessment, Grade 5		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
67	55.22%	44.78%
2023-2024 Interim Math Assessment, Grade 3		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
56	46.43%	30.36%

As we review the STAAR data from 2022 to Interim data for the Math Assessment, we notice that our 3rd grade students are performing much lower than our 4th & 5th grade students. The average score for STAAR for grades 3rd-5th meets is 46% and the school goal is 70%. The average score for Interim for grades 3rd-5th meets is 52% and the school goal is 70%. The data indicates that each school year we are closing the gap for the students going into 4th and 5th, but this is something we continue to work on at Wolfe Elementary.

Student Learning Strengths

At Wolfe Elementary, our two top academic areas that we are continuously focusing on is Reading and Math. Our data indicates that we are closing the gap in Reading & Math as students are going from 3rd to 4th and then 4th to 5th. We are seeing an increase in our meets and masters compared to previous years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In grades 3rd-5th, our Reading , Math & Science data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%. **Root Cause:** Teachers need initial and ongoing training/ professional development on understanding of the content which affects the use of instructional strategies and resources during the first teach.

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 an 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.

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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): Students are performing below grade level are not progressing at a sufficient rate to meet grade level expectations. **Root Cause:** Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students.

Perceptions

Perceptions Summary

The 2023/2025 School Year we had sent a survey to the parents to find out how the school was doing according to the the parents. We did notice that we had seen a decline in bullying behavior from the previous school year. We have taken many proactive roles this school year with how to help with bullying. This is our second school year with Ron Clark "House System" in which we are intentional with promoting positive climate and culture in the building. We also had project class which was focused on teaching social skills and helping them understand how to talk about their feeling of frustrations, instead of acting out their frustrations. Our counselor also had created counselor chat sessions in which the students would be able to meet with her about items that were bothering the students. This was a proactive way to mitigate situations between students.

According to the survey, students still prefer to tell their parents about a bullying issue and then the parents will report it to us. The survey indicated the majority of bullying taking place on social media platforms.

As a campus, we conducted a different survey asking the parents how we were doing. We noticed one reoccurring theme for some of the comments. It indicated a lack of communication from the school regarding students who were not performing well in some of the classes.

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 to 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 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): Parents perceive a lack of communication from the campus regarding what content is currently being taught and how their child is performing.

Root Cause: All teachers are not consistent with the communication with parents in regards to their student's progress. Teachers will need professional development about communication guidelines from the campus.

Priority Problem Statements

Problem Statement 1: Our PBIS committee only met twice last school year to review behavior trends in the building. Behavior K-5 is impacting instruction in classrooms, which affects student performance outcomes for the different sub populations.

Root Cause 1: Wolfe Staff need beginning of the year and ongoing training on how to use a variety of behavior strategies & interventions consistently throughout the year to increase student engagement and decrease off task student behaviors. The PBIS committee will meet once a nine weeks to analyze the behavior trends in the building and collaborate with the administrators, counselor & MTSS-B personnel.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are performing below grade level are not progressing at a sufficient rate to meet grade level expectations.

Root Cause 2: Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Parents perceive a lack of communication from the campus regarding what content is currently being taught and how their child is performing.

Root Cause 3: All teachers are not consistent with the communication with parents in regards to their student's progress. Teachers will need professional development about communication guidelines from the campus.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: In grades 3rd-5th, our Reading , Math & Science data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%.

Root Cause 4: Teachers need initial and ongoing training/professional development on understanding of the content which affects the use of instructional strategies and resources during the first teach.

Problem Statement 4 Areas: Student Learning

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

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

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

Performance Objective 1: SI:-By the end of the year 85% of Wolfe Elementary 2nd-5th Teachers will be able to explicitly teach a mini lesson, by modeling teacher thinking, using a variety of instructional strategies, quality questioning & sequencing lessons into appropriate chunks.

High Priority

Evaluation Data Sources: Comparing the Interim Reading, Math & Science Data, Check Points & Campus Based Assessments from the current cohort to last year cohort of students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers were trained on the different components of explicit teach in August (We are looking for teacher sharing their thinking out loud, using teacher interactive notebook to model for students, explicitly teach the students how to use instructional strategies or manipulatives to understand the TEK being taught). Administrators & Instructional Coordinator have created a monitoring tool and a walk through schedule that will begin in September. The teachers will receive feedback from the walks by e-mail in 24 to 48 hours. The leadership team will meet bi-monthly to review the adult behavior data and provide follow up as needed.</p> <p>Strategy's Expected Result/Impact: We should see an increase in student campus based assessments, interim assessments, check points & DLA. We will have to compare the cohort of the results from the previous school year to see if the students are showing growth.</p> <p>Staff Responsible for Monitoring: Administrators & Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Coordinator - 211 - Title I Part A - \$77,711</p>	Formative			Summative
	Oct	Jan	Apr	June
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In grades 3rd-5th, our Reading , Math & Science data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%. **Root Cause:** Teachers need initial and ongoing training/professional development on understanding of the content which affects the use of instructional strategies and resources during the first teach.

School Processes & Programs

Problem Statement 1: Students are performing below grade level are not progressing at a sufficient rate to meet grade level expectations. **Root Cause:** Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students.

Goal 2: Strategic Design Goal 2: 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 Math will increase to 41% by July 2025.

HB3 Goal

Evaluation Data Sources: The STAAR results will be compared from the 2024 to 2025 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will devise whole group & small group instruction which incorporates researched based strategies & practices during the school year and summer school. 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>Problem Statements: Student Learning 1</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 - \$18,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: General Education Teacher, Special Education Teacher, ESL Teacher & Academic Support Teachers will work with all of our sub pops particularly our at risk 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> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: In grades 3rd-5th, our Reading , Math & Science data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%. **Root Cause:** Teachers need initial and ongoing training/professional development on understanding of the content which affects the use of instructional strategies and resources during the first teach.

School Processes & Programs

Problem Statement 1: Students are performing below grade level are not progressing at a sufficient rate to meet grade level expectations. **Root Cause:** Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students.

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

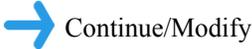
Performance Objective 3: HB3: The percent of all third grade Wolfe Elementary students who achieve Meets and above in Reading will increase to 39% by July 2025.

HB3 Goal

Evaluation Data Sources: The STAAR results will be compared from the 2024 to 2025 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will devise whole group & small group instruction which incorporates research based practices during the school year and summer school. 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>Problem Statements: Student Learning 1 - School Processes & Programs 1</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
	Empty review cells			






Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: In grades 3rd-5th, our Reading , Math & Science data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%. Root Cause: Teachers need initial and ongoing training/professional development on understanding of the content which affects the use of instructional strategies and resources during the first teach.</p>

School Processes & Programs

Problem Statement 1: Students are performing below grade level are not progressing at a sufficient rate to meet grade level expectations. **Root Cause:** Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students.

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

Performance Objective 4: The percent of all fifth grade Wolfe Elementary students who achieve Meets and above in Science will increase from 43% to 45% by July 2025

Evaluation Data Sources: The STAAR results will be compared from the 2024 to 2025 school year.

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>Problem Statements: Student Learning 1</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
	Empty review cells			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: In grades 3rd-5th, our Reading , Math & Science data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%. Root Cause: Teachers need initial and ongoing training/professional development on understanding of the content which affects the use of instructional strategies and resources during the first teach.</p>

Goal 2: 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: At Wolfe Elementary, we need to increase our attendance by 1% from 93.85% 23/24 school year to 94.85% 24/25 school year.

Evaluation Data Sources: Katy ISD attendance dashboard

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

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

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

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. We will also recruit teachers throughout year and at the yearly job fair.</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</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 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;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Students are performing below grade level are not progressing at a sufficient rate to meet grade level expectations. **Root Cause:** Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students.

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Goal 8: 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: Wolfe Elementary will work with volunteers & community members to increase the volunteer hours by 2% from 2,349 for the 23/24 school year to 2,395 for the 24/25 school year.

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. We will supply our student's summer reading resources so the parents will interact with their child.</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: Perceptions 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>Problem Statements: Perceptions 1</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
Strategy 6 Details	Reviews			
<p>Strategy 6: Advertise and provide event flyers for Title III: Family STEAM Night</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: District sign in sheets</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Parents perceive a lack of communication from the campus regarding what content is currently being taught and how their child is performing. **Root Cause** : All teachers are not consistent with the communication with parents in regards to their student's progress. Teachers will need professional development about communication guidelines from the campus.

Goal 9: 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: ESF-Wolfe Elementary we would like to see an increase in school management pulse survey from 7.6 23/24 School Year to 8.0 24/25 school year.

Evaluation Data Sources: PBIS Committee meet quarterly with action items & 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: Demographics 1 - 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;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our PBIS committee only met twice last school year to review behavior trends in the building. Behavior K-5 is impacting instruction in classrooms, which affects student performance outcomes for the different sub populations. **Root Cause:** Wolfe Staff need beginning of the year and ongoing training on how to use a variety of behavior strategies & interventions consistently throughout the year to increase student engagement and decrease off task student behaviors. The PBIS committee will meet once a nine weeks to analyze the behavior trends in the building and collaborate with the administrators, counselor & MTSS-B personnel.

Perceptions

Problem Statement 1: Parents perceive a lack of communication from the campus regarding what content is currently being taught and how their child is performing. **Root Cause** : All teachers are not consistent with the communication with parents in regards to their student's progress. Teachers will need professional development about communication guidelines from the campus.

Title I

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment Overview Wolfe Elementary

Comprehensive Needs Assessment School Profile

Wolfe Elementary is a campus in Katy ISD opened its doors in 1969.

It is projected to serve 443 students in grades Pre-K-5th during the 2024-2025 school year, which is 31 an increase from the previous year of 412. The campus is an elementary Title 1 school.

List of Stakeholders and roles

Principal	Anna Hinojosa	Parent	
Assistant Principal (Other School Leader)	Kristin Graves	Parent	Crystal Gomez
Other school leader	Becky Woodring	District Representative	Vivian Muldune
Teacher	Kelli Chandler	District Representative	Rami Tulp
Teacher	Angela Fernandez	Community/Business	Cristina Athari
Paraprofessional	Alexsandra De Paula	Community/Business	
Paraprofessional	Georgiana Trevino		

Comprehensive Needs Assessment Process

Wolfe needs assessment process is described below. The campus leadership team evaluated the 2023-24 data. We reviewed the following data: Sample Data

STAAR	Dream Box/Amira Reports
Attendance	Surveys and Interview with Parents/Students/Staff
Discipline	Teacher Turnover Rate
Homeless Students	RTI/ MTSS
Different Sub populations	Bell Schedule and Master Schedule

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met face to face on February 28, 2024 and again on May 15, 2024 at to develop the CNA. The meetings were held in the campus library starting at 3:45 p.m. on both dates. We plan to meet each quarter during the 24/25 school year.

At the first meeting on February 28th, Principal Hinojosa began the meeting with introductions. Then, Principal Hinojosa shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Hinojosa then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2023 -2024 school year. Principal Hinojosa lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 10 specific data points to identify strengths and problems from 2023-2024 school year. Principal Hinojosa thanked everyone for their participation and reminded everyone of the second CNA meeting on May 15, 2024.

At the second meeting on May 15th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Hinojosa lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

Demographics:

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, but was originally built in 1969. In June of 2024, there were 414 students enrolled Pre-K through 5th grade. Most of the students are Hispanic at about 46%. African American students make up approximately 25% while White make up approximately 21%. The remainder of the population is made up of Asian which is approximately 5%. The at-risk population is approximately 53%. The special education population is at 26%. The gifted and talented population is at 5% and 23% of the population is Limited English Proficient. The economically disadvantaged population is 67%. The homeless population is 6% 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

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 small classroom sizes allow us to meet the educational needs of our students. 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.

Problems:

We have 105 discipline referrals and would like to reduce the referrals by 5% next school year. Behavior K-5 is impacting instruction in classrooms, which affects student performance outcomes for the different sub populations.

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.

Student Learning:

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 not all of our sub populations were performing at the same level of their peers. The table below is the May 2022 STAAR Data for Reading.

May 2022 STAAR Reading, Grade 5			
Total Students	Percent Score	Meets Grade Level (TX)	Masters Grade Level (TX)
62	74.19%	61.29%	38.71%
May 2022 STAAR Reading, Grade 4			
Total Students	Percent Score	Meets Grade Level (TX)	Masters Grade Level (TX)
64	74.52%	53.12%	34.38%
May 2022 STAAR Reading, Grade 3			
Total Students	Percent Score	Meets Grade Level (TX)	Masters Grade Level (TX)
59	68.99%	52.54%	38.98%

Strengths:

At Wolfe Elementary, our two top academic areas that we are continuously focusing on is Reading and Math. Our data indicates that we are closing the gap in Reading & Math as students are going from 3rd to 4th and then 4th to 5th. We are seeing an increase in our meets and masters compared to previous years.

Problems

In grades 3rd-5th, our Reading and Math data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%.

2023-2024 Interim Reading Assessment, Grade 5		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
65	66.15%	41.54%
2023-2024 Interim Reading Assessment, Grade 4		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
66	53.03%	33.33%
2023-2024 Interim Reading Assessment, Grade 3		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
54	38.89%	12.96%

As we review the STAAR data from 2022 to Interim data for the Reading Assessment, we notice that our 3rd grade students are performing much lower than our 4th & 5th grade students. The average score for STAAR for grades 3rd-5th meets is 55% and the school goal is 70% or higher in meets. The average score for Interim for grades 3rd-5th meets is 52% and the school goal is 70% or higher in meets. The data indicates that each school year we are closing the gap for the students going into 4th and 5th, but this is something we continue to work on at Wolfe Elementary.

May 2022 STAAR Mathematics, Grade 5		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
62	54.84%	33.87%
May 2022 STAAR Mathematics, Grade 4		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
64	45.31%	35.94%
May 2022 STAAR Mathematics, Grade 3		
Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
59	38.98%	22.03%

2023-2024 Interim Math Assessment, Grade 5

Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
65	55.38%	33.85%

2023-2024 Interim Math Assessment, Grade 4

Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
67	55.22%	44.78%

2023-2024 Interim Math Assessment, Grade 3

Total Students	Meets Grade Level (TX)	Masters Grade Level (TX)
56	46.43%	30.36%

As we review the STAAR data from 2022 to Interim data for the Math Assessment, we notice that our 3rd grade students are performing much lower than our 4th & 5th grade students. The average score for STAAR for grades 3rd-5th meets is 46% and the school goal is 70%. The average score for Interim for grades 3rd-5th meets is 52% and the school goal is 70%. The data indicates that each school year we are closing the gap for the students going into 4th and 5th, but this is something we continue to work on at Wolfe Elementary.

School Processes and Programs:

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 an 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.

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.

Problems:

Students are performing below grade level are not progressions at a sufficient rate to meet grade level expectations.

Perceptions:

The 2023/2025 School Year we had sent a survey to the parents to find out how the school was doing according to the parents. We did notice that we had seen a decline in bullying behavior from the previous school year. We have taken many proactive roles this school year with how to help with bullying. This is our second school year with Ron Clark "House System" in which we are intentional with promoting positive climate and culture in the building. We also had project class which was focused on teaching social skills and helping them understand how to talk about their feeling of frustrations, instead of acting out their frustrations. Our counselor also had created counselor chat sessions in which the students would be able to meet with her about items that were bothering the students. This was a proactive way to mitigate situations between students.

According to the survey, students still prefer to tell their parents about a bullying issue and then the parents will report it to us. The survey indicated the majority of bullying taking place on social media platforms.

As a campus, we conducted a different survey asking the parents how we were doing. We noticed one reoccurring theme for some of the comments. It indicated a lack of communication from the school regarding students who were not performing well in some of the classes.

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 to 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.

Strengths:

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.

Problems:

Parents perceive a lack of communication from the campus regarding what content is currently being taught and how their child is performing.

Priority Problem Statement and Root Causes

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Problem Statement

We have 105 discipline referrals and would like to reduce the referrals by 5% next school year. Behavior K-5 is impacting instruction in classrooms, which affects student

performance outcomes for the different sub populations.

Root Cause

Wolfe Staff need beginning of the year and ongoing training on how to use a variety of behavior strategies & interventions consistently throughout the year to increase student engagement and decrease off task student behaviors

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Problem Statement

In grades 3rd-5th, our Reading and Math data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%.

Root Cause

Teachers need initial and ongoing training on understanding of the content which affects the use of instructional strategies and resources during the first teach.

Problem Statement

Parents perceive a lack of communication from the campus regarding what content is currently being taught and how their child is performing.

Root Cause

All teachers are not consistent with the communication with parents in regards to their student's progress. Teachers will need professional development about communication guidelines from the campus.

Problem Statement

Students are performing below grade level are not progressions at a sufficient rate to meet grade level expectations.

Root Cause

Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students.

Three Areas of Focus for Next Year

1. Student Achievement-Reading & Math
2. School Wide behavior expectations
3. Parent communication

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 two meeting, recommendations and changes were made for the upcoming school year.

List of Stakeholders and roles

Principal	Anna Hinojosa	Parent	
Assistant Principal (Other School Leader)	Kristin Graves	Parent	Crystal Gomez
Other school leader	Becky Woodring	District Representative	Vivian Muldune

Principal	Anna Hinojosa	Parent	
Teacher	Kelli Chandler	District Representative	Rami Tulp
Teacher	Angela Fernandez	Community/Business	Cristina Athari
Paraprofessional	Alexsandra De Paula	Community/Business	
Paraprofessional	Georgiana Trevino		

2.2: Regular monitoring and revision

As necessary based on student needs to ensure that all students are provided opportunities to meet the challenging academic standards. The campus improvement plan is reviewed not only by all stake holders, but there are quarterly checks on October, January, April and June 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 opportunities to be successful. The plan contains the following strategies: intervention, summer learning and extended day tutorials that will provide opportunities for all children, including each student group (economically disadvantaged students, major racial and ethnic groups, children with disabilities, and English learners) to meet the challenging State academic standards.

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 HB 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 to build a well-rounded education. 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 all students students, particularly at-risk 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. The team creates an intervention schedule to service our at-risk students.

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 parent and family engagement policy and School Compact was reviewed and revised during a PTO meeting. This will be done annually. It is then distributed in Wednesday folders, placed on the school website, and put in the weekly school newsletter. A hard copy is available in the front office.

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 two 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 Friday evening and a color fun run hosted by our PE teacher, this is held on a Saturday morning.

Campus Advisory Team

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

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional Coordinator		\$77,711.00
2	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 math TEKS for all students		\$18,000.00
2	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 reading & social studies and writing TEKS for all students		\$11,000.00
2	4	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
6	1	1	Administrative Professional Development		\$5,000.00
6	1	1	Other Contracted Services		\$10,000.00
8	1	2	Books & supplies for parental engagement activities		\$1,788.00
8	1	3	Academic materials to support student learning at home		\$2,758.00
9	1	1	Professional development for staff members		\$10,000.00
Sub-Total					\$147,026.00

Addendums

