Katy Independent School District

Wolfe Elementary

2022-2023 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

Demographics

Demographics Summary

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

Demographics Summary

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

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

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

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

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

The PTO worked to support our campus with providing opportunities supplies that our students and teachers needed to help the students be successful in class. The mentoring program was successful this past school year and we 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.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

May 2022 STAAR Mathematics, Grade 3

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

May 2022 STAAR Mathematics, Grade 4

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

May 2022 STAAR Mathematics, Grade 5

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

May 2022 STAAR Reading, Grade 3

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

May 2022 STAAR Reading, Grade 3

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

May 2022 STAAR Reading, Grade 4

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

May 2022 STAAR Reading, Grade 5

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

May 2022 STAAR Reading, Grade 5

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

Reading Levels

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

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

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary

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

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

The state of Texas has us administer KEA Reading assessment in Kinder & TPRI/TEJAS in First & Second Grade to closely monitor all students reading progress consistently statewide. Some of the additional formal assessments we use are F&P (Reading Levels), iStation, DreamBox, TELPAS, running records, campus based assessments and other informal assessments.
Third through Fifth Grades participate in campus based assessments, DLAs, F&P, iStation, DreamBox, STAAR, TELPAS, and informal assessments.
Bi-weekly grade level PLCs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all possible staff development days. Grade levels have common daily planning times.

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

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

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

Student Programs

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

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

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

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

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

Procedures

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

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

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

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

Staff Recruitment and Retention

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

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

School Organization-Culture and Climate

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

Technology

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

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

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

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths

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

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

School Organization Strengths

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

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

Program Strengths:

1) Certified ESL & Special Ed Teachers

2)Trained ESL & Special Ed Paraprofessionals

3)District provides support both to our ESL & Special Ed teachers

Technology Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

Strengths at Wolfe Elementary our strengths are the following:

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

Key Mentors and PALS that work to mentor our Wolfe students

Promoted VIPS (Volunteers in Public School)

Promoted PIE (Partners in Education)

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: Wolfe Elementary has 47% of the students who have been identified as at risk.

Root Cause 1: The students are needing differentiated instruction to meet their individual needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our Hispanic population makes up for 38% of the school, the Hispanic population is performing lower in meets and masters compared to other sub populations.

Root Cause 2: The teachers are lacking the prerequisite skills of the previous grade needed for the students who are performing below grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Economically Disadvantaged & Hispanic students continue to under perform compared to the white sub population group.

Root Cause 3: Teachers that have been teaching a grade level for less than two years may require additional professional development to ensure they understand the prerequisite skills necessary for our special ed student to understand the current grade level TEKS. We need to ensure we are having vertical alignment meetings and planning focusing collaboration on how to teach the different TEKS.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Wolfe Elementary has approximately about 5% of our parents that volunteering at the school.

Root Cause 4: The school needs to ensure that we have volunteering activities that could either be done at school or at home to incorporate all of our parents.

Problem Statement 4 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: August 12, 2022

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 39 % to 68% by July 2023.

HB3 Goal

Evaluation Data Sources: The STAAR results will be compared from the 2022 to 2023 school year.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will devise whole group & small group instruction which incorporates researched based strategies & practices. Resources will be provided by Elementary C & I and instructional coaches. 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.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The student should show growth in DLA's from the previous school year & performing at the Meets level or above on STAAR. **Staff Responsible for Monitoring:** Administrators **- TEA Priorities:** Build a foundation of reading and math **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 - $10,769					
Strategy 2 Details		**Reviews**			
Strategy 2: Title 1 teacher, tutoring and interventionist will be hired to work with our students during tutorials and/or extended learning time.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase scores on CBA's & DLA					

Staff Responsible for Monitoring: Administrators

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Supplemental Tutoring - 282 - ESSER III - $1,250.10, Summer Learning - 282 - ESSER III
- $5,013.89, Substitute Professionals - 211 - Title I Part A - $10,000

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 53 to 54% by July 2023.

HB3 Goal

Evaluation Data Sources: The comparison of the STAAR results from 2022 to 2023.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will devise whole group & small group instruction which incorporates research based practices. Resources will be provided by Elementary C & I and instructional coaches. 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The student should show growth in DLA's from the previous school year & performing at the Meets level or above on STAAR. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math **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 - $10,869				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: By June of 2023, we will see a 10% growth in the students reading on level or higher on the EOY F & P for the Wolfe Students: Kinder 20% to 30%, First 31% to 41% and Second 61% to 71%.

   Evaluation Data Sources: Running records taken throughout the school year and F & P levels.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will devise a small group instruction to target the needs of their individual students. The small group will be based on TEKS or phonics to individually target the individual student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will analyze the running records or phonic growth assessments **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Leveled Literature Books & Phonics Resources - 211 - Title I Part A - $10,000	**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: 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 24 to 26% by July 2023.

    Evaluation Data Sources: The comparison of the STAAR results from 2022 to 2023

Strategy 1 Details	Reviews			
Strategy 1: Teachers will devise whole group lesson plans that follow the 5E model of instruction & small group lesson plans focused on spiraling TEKS. Administrators and IC's will develop a schedule for monitoring classroom and reviewing data by student performance.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: The student should show growth in DLA'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.
    Staff Responsible for Monitoring: Administrators
 	
     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				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 5: ESF-By the end of the year, 85% of Wolfe Elementary Teachers will be able to design and implement quality first teach lessons utilizing the campus lesson plan template, understanding the TEKS to understand expected outcomes, and knowing the student misconceptions.

High Priority

Evaluation Data Sources: DLA comparison scores from the previous school year for 3rd, 4th & 5th grade and averages of the campus based assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers were trained on the new lesson plan template in August. Teachers will be provided ongoing professional development on Math Workshop & Readers Workshop. Specifically: warm up, explicit teach of new TEKS I do, We do & You do. Teachers will be provided ample time for students to practice content & teachers informally assess the content. We will continue to monitor small group in the following areas: Early through Fluent Guided Reading, Reading & Math Running Records, Documentation of small groups for reading & math. We will provide ongoing training throughout the school year for small group to follow up and monitor the teacher's progress.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: We should see an increase in the student campus based assessments, DLA scores & STAAR scores. The small group documentation will be evident with their small group binders. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be planning weekly with instructional coaches and district facilitators to ensure that the teachers having an understanding of the content and variety of instructional strategies to support student success. The teachers will be modeling to each other and providing feedback on the instructional strategies they will use to teach the lesson.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The alignment across grade levels and with in grade levels will be noticeable in vertical team meetings discussions, anchor charts & increases in the overall math & science DLA. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Each month we will have a leadership meeting to review the data that was collected from our Rubric Walk-Through form to evaluate how teachers are unwrapping the TEKS & using instructional strategies to support student learning. **Strategy's Expected Result/Impact:** We should see an increase in the DLA scores from the previous years. **Staff Responsible for Monitoring:** Principal & instructional coaches. **ESF Levers:** Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: The administrators and instructional coaches will conduct 3 to 5 walks each week using the rubric. The teachers will receive and e-mail with feedback from the teachers within 48 hours. **Strategy's Expected Result/Impact:** We should see an increase in the DLA scores from the previous year's DLA scores in Reading & Math. There should also be an increase in the end of the reading levels and math progressions levels from the start to end of the year. **Staff Responsible for Monitoring:** Administrators & instructional coaches	Formative			Summative
	Oct	Jan	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 33% to 35% and who achieve Meets and above by July 2023.

    Evaluation Data Sources: The comparison of the STAAR results from 2022 to 2023.

Strategy 1 Details	Reviews			
Strategy 1: Wolfe will administer assessments, interpret and utilize disaggregated data in order to address all student needs and implement targeted interventions. The interventions will be provided by the Title Teacher , Academic support, ESL, special education and/or general ed teacher through ELT times or tutorials.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Wolfe Elementary Students will show growth in their spiral reviews from previous items that were being assessed on the CBA's. **Staff Responsible for Monitoring:** Principal				

Strategy 2 Details	Reviews			
Strategy 2: Wolfe Elementary will work with a variety of instructional strategies to ensure that the teacher's are using a variety of ESL strategies and resources to ensure the success of our English Language Learners.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The student's Telpas scores should increase over all by 2% from the 21/22 to 22/23 school year. **Staff Responsible for Monitoring:** ESL teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 DLA from Fall/Spring 21/22 to Math DLA from Fall/Spring 22/23.

> **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			
Strategy 1: Teams will create TEK aligned assessments focusing on readiness and supporting standards. Assessments will include Lead4Ward sentence stems, IQ questions and rigor of assessments will meet state standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: We should see a 2% increase in the Fall/Spring DLA from the 21/22 school year to 22/23 school year. **Staff Responsible for Monitoring:** Instructional Coaches - **TEA Priorities:** Improve low-performing schools	**Oct**	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 I-station and Dream Box.

Strategy 1 Details			Reviews	
Strategy 1: 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		**Formative**		**Summative**
	Oct	**Jan**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Classroom Technology Designer **Funding Sources:** Digital Resources & Online Subscriptions - 211 - Title I Part A - $10,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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			
Strategy 1: Support Wolfe teachers & staff with ongoing professional development sessions, mentor support, and opportunities to observe instruction in other classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: New teachers will grow professionally and successfully impact student achievement **Staff Responsible for Monitoring:** Instructional Coaches & Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Professional Development - 282 - ESSER III - $5,000, Other Contracted Services - 211 - Title I Part A - $10,000, Professional Reading Material - 211 - Title I Part A - $5,000, Administrative Professional Development - 211 - Title I Part A - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Recognize staff members accomplishments through classroom walk-throughs, observations, electronic applications, and/or in weekly staff communication.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Maintain the staff retention at 90%. **Staff Responsible for Monitoring:** Instructional Coaches & Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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 and staff of 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			
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 will be distributed at open house and parent teacher conferences.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Positive feedback from parent surveys **Staff Responsible for Monitoring:** Administrator				
Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in parent/family attendance at events **Staff Responsible for Monitoring:** Title I Teachers				
Strategy 3 Details	Reviews			
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	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in parent/family involvement **Staff Responsible for Monitoring:** Administrators				

Strategy 4 Details	Reviews			
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. **Strategy's Expected Result/Impact:** Increased PK/K registration **Staff Responsible for Monitoring:** PK/K Teachers	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
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. **Strategy's Expected Result/Impact:** Increased awareness of available junior high programs. **Staff Responsible for Monitoring:** Counselor	Formative			Summative
	Oct	Jan	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Wolfe Elementary will build a positive school culture in which all students and staff show respect, problem solve, are on task, take responsibility and spread kindness.

   Evaluation Data Sources: Decrease in Discipline Referrals from 21/22 to 22/23 school year, Stakeholder Surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement Character Strong to teach students the importance of strengthening one's own character in order to 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.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Decrease in discipline referrals, and decrease in incidences of bullying **Staff Responsible for Monitoring:** Character Strong Core Team of Teachers and Administrators				

Strategy 2 Details	Reviews			
Strategy 2: The PE coach will have a variety of activities to promote health and well being of students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The students should be more aware of healthy choices and improve scores on the fitness gram.	Oct	Jan	Apr	June
Staff Responsible for Monitoring: PE Coach				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Campus Advisory Team

Committee Role	Name	Position
Administrator	Anna Hinojosa	Principal
Administrator	Rebecca Sustaita	Assistant Principal
IC	Allyson Peters	Reading IC
Title I Coordinator/AST Teacher-Reading/Math	Jennifer Woodring	Title 1/AST
Classroom Teacher	Sarah Paulette	Sarah Paulette
Classroom Teacher	Desiree Morkin	teacher
Classroom Teacher	Tina Sand	teacher
Classroom Teacher	Kelli Chandler	teacher
Classroom Teacher	Laurie Haygood	teacher
Classroom Teacher	Kelsey Evans	teacher
Paraprofessional	Lidia Amaya	para professional
Counselor	Nasreen Ahmed	Counselor

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">211 - Title I Part A</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>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</td><td></td><td>$10,769.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Substitute Professionals</td><td></td><td>$10,000.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>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</td><td></td><td>$10,869.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>Leveled Literature Books & Phonics Resources</td><td></td><td>$10,000.00</td></tr>
<tr><td>1</td><td>4</td><td>1</td><td>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</td><td></td><td>$10,769.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>Digital Resources & Online Subscriptions</td><td></td><td>$10,000.00</td></tr>
<tr><td>5</td><td>1</td><td>1</td><td>Administrative Professional Development</td><td></td><td>$3,000.00</td></tr>
<tr><td>5</td><td>1</td><td>1</td><td>Other Contracted Services</td><td></td><td>$10,000.00</td></tr>
<tr><td>5</td><td>1</td><td>1</td><td>Professional Reading Material</td><td></td><td>$5,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$80,407.00</td></tr>
<tr><td colspan="6" align="center">282 - ESSER III</td></tr>
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