

Katy Independent School District
Wolman Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Wolman Elementary Mission

Together with the entire Wolman community, we will ensure that all students learn at the highest possible levels in a positive, safe learning environment. We are committed to the growth of each individual student and believe that all students should be challenged to be successful, life-long learners.

Vision

Ray and Jamie Wolman Elementary's vision is for every student to make a year's growth in all subjects.

Value Statement

All students can learn.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Summary Student Achievement Data 2022-2023 School Year.

A comparison of 2021 STAAR scores to the 2022 STAAR scores experienced an average of a 3% in the MEETS Category across 3rd -5th grade Math. Reading experienced an average of 3% increase across 3rd-5th grades in the MEETS category compared to 2021.

	2021 STAAR	2022 STAAR	2021 STAAR	2022 STAAR	2021 STAAR	2022 STAAR
3rd	APPROACHES		MEETS		MASTERS	
Math	96%	92% (-4)	72%	79% (+7)	44%	54% (+10)
Reading	99%	92% (-7)	77%	79% (+2)	45%	58% (+13)

	2021 STAAR	2022 STAAR	2021 STAAR	2022 STAAR	2021 STAAR	2022 STAAR
4th	APPROACHES		MEETS		MASTERS	
Math	97%	99% (+2)	91%	84% (-7)	75%	65% (-10)
Reading	94%	97% (+3)	79%	82% (+3)	49%	45% (-4)

	2021 STAAR	2022 STAAR	2021 STAAR	2022 STAAR	2021 STAAR	2022 STAAR
5th	APPROACHES		MEETS		MASTERS	
Math	99%	100% (+1)	94%	97% (+3)	72%	81% (+9)
Reading	97%	99% (+2)	87%	91% (+4)	78%	80% (+2)
Science	93%	98% (+5)	74%	85% (-9)	46%	56% (+10)

All Grade Levels-Approaches	2018	2019	2021	2022
Math	99%	98 %	97% (-1)	97%
Reading	98%	97%	96% (-1)	96%
Science	100%	96 %	93% (-3)	98% (+5)

Math

Looking Deeper, RJWE students matched an equal performance in the area of Approaches in Mathematics, went up by 3% points in Meets, and went up by 6% points all in the Spring of '22 when compared to the Spring of '21.

2022 Math STAAR scores overall for RJWE in the Meets performance category were 27% points above the district average.

2022 Math STAAR scores overall for RJWE in the Masters performance category were 29% points above the district average.

An analysis of scores for each student group at each grade level in Math revealed the following:

5th Grade-STAAR Math

Strengths:

- The Masters category increased by 9% points from 2021 to 2022
- The Meets category increased by 3% points from 2021 to 2022
- 100% of RJWE 5th Grade Mathematicians Approached.
- Students scored 34% points higher in the Meets category compared to all KISD students.
- Students scored 42% points higher in the Masters category compared to all KISD students.
- The Hispanic subpopulation scored 24 % points higher in the Meets category from 2021 to 2022.
- The White subpopulation increased by 23% points in the Meets category from 2021 to 2022.

Areas of NEED:

- The Economically Disadvantaged subpopulation only had 62 % in the MASTERS . Which is the lowest percentage of all subpopulations.

4th Grade-STAAR Math

Strengths:

- 99% of RJWE 4th Grade Mathematicians Approached
- Students scored 27% points higher in the Meets Category compared to all KISD students.
- Students scored 28 % points higher in the Masters Category compared to all KISD students

- The Asian subpopulation increased to 92 % in the MASTERS category almost doubling the 50% in Masters from 2021
- The Economically Disadvantaged subpopulation had 88 % in the Approaching performance category.
- The LEP subpopulation had 100 % in the Approaching performance category.

Note: The Asian subpopulation make up is 13 students and the LEP subpopulation make up is 9 students.

Areas of NEED:

- The Special Education subpopulation scored 6 % points lower than the 4th grade campus average in the Approaches category and 23% points lower in the Meets category.
- The Black or African American subpopulation scored 50% points lower in the Meets category than the campus average.

Note: The Asian subpopulation make up is 13 students and the LEP subpopulation make up is 9 students.

3rd Grade-STAAR Math

Strengths:

- The Masters Category increased by 10% overall for 3rd Grade Mathematicians
- The Meets Category increased by 7% overall for 3rd Grade Mathematicians
- Students scored 22 % points higher in the Meets category compared to all KISD students.
- Students scored 20 % points higher in the Masters category compared to all KISD students
- The Special Education subpopulation scores increased by 15 % points in the Masters category in 2022 as compared to 2021..
- The LEP subpopulation increased 11% points in the Meets Category.
- The LEP subpopulation scored 6% points higher in the Masters category than the campus average.

Note: the LEP subpopulation make up is 15 students.

Areas of NEED:

- The Approaches category decreased 4% points from 2021 to 2022.
- The Special Education subpopulation scores decreased by 4% in the Meets Category in 2022 compared to 2021.
- The Special Education subpopulation scores are 13 % points lower than the campus average in the Approaches category.

Science

5th Grade-STAAR Science

Strengths:

- The Masters Category increased by 10% overall RJWE students
- The Meets Category increased by 11% overall for RJWE students
- Students scored 29 % points higher in the Meets category compared to all KISD students.
- Students scored 24% points higher in the Masters category compared to all KISD students

Areas of NEED:

- The Special Education subpopulation scores are 17% points lower than the campus average in the Approaches category..
- In the Meets category the Asian subpopulation was at 83 % which was an decrease of 17% points from 2021 to 2022.

Note: The Asian subpopulation make up is 18 students and the Special Education subpopulation make up is 18 students.

An analysis of scores for each student group at each grade level in READING revealed the following:

5th Grade-STAAR Reading

Strengths:

- The Masters reporting category increased 2% points from 2021 to 2022.
- The Hispanic subpopulation increased 1% point in the Meets category from 2021 to 2022.

Areas of NEED:

- The Economically Disadvantaged subpopulation scored 20% points lower than the 5th-grade campus average in the Meets category.
- The LEP subpopulation scored 51% points lower than the 5th-grade campus average in the Masters category.
- The Special Education subpopulation scored 11% points lower than the 5th-grade campus average in the Approaches category.
- The Special Education subpopulation scored 50% points lower than the 5th-grade campus average in the Meets category.
- The Special Education subpopulation scored 51% points lower than the 5th-grade campus average in the Masters category.

RJWE 5th Grade Sub Pops

5th Spec. Pops	# 2021	App 21	#2022	App 22		Meets 21	Meets 22		Masters 21	Masters 22	
ED		92%	5	100%		58%	100%		42%	60%	
SPED		90%	17	88%		60%	41%		50%	29%	
LEP Emergent Bilingual		100%	7	100%		100%	100%		83%	29%	
Hispanic		95%	26	100%		84%	92%		63%	81%	
Asian		100%	18	100%		100%	100%		100%	83%	
RJWE		97%	161	99%		87%	91%		77%	80%	

4th Grade-STAAR Reading

Strengths:

- The Asian subpopulation scores increased by 48% points in the Masters category and 19% in Meets category from 2021.
- The Special Education subpopulation increased by 13% points in the Approaches and Meets category from 2021.
- The LEP subpopulation scored 30% points higher than the campus average in the Masters category, 6% higher in the Meets category and 3% higher in the Approached category.

- The Econ. Dis. subpopulation increased by 40% points in the Meets category from 2021.

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Areas of NEED:

- The Special Education subpopulation scored 24% points lower than the campus average in the Masters category.
- The Special Education subpopulation scored 17% points lower than the campus average in the Meets category.
- The Special Education subpopulation scored 6% points lower in the Masters category from 2021
- The Hispanic subpopulation decreased by 6% points in the Masters category and stayed the same in the Approaches and Meets categories from 2021.
- The Econ. Dis. subpopulation decreased by 27% points in the Masters category from 2021.

4th Spec. Pops	# 2021	App 21	#2022	App 22		Meets 21	Meets 22		Masters 21	Masters 22	
ED	5	100%	6	100%	0	60%	100%	+40	60%	33%	-27
SPED	15	80%	29	93%	+13	53%	66%	+13	27%	21%	-6
LEP Emergent Bilingual	6	100%	8	100%	0	50%	88%	+38	0%	75%	+75
Hispanic	22	95%	19	95%	0	68%	68%	0	32%	26%	-6
Asians	16	100%	13	100%	0	81%	100%	+19	44%	92%	+48

3rd Grade-STAAR Reading

Strengths:

- The 3rd Grade Masters category increased by 13% points from 2021.
- The Special Education subpopulation showed significant gains in the Meets category from 2021.(48% to 70%)
- The Hispanic subpopulation increased 30% in the Meets and increased 40% in the Masters category from 2021.
- The LEP subpopulation increased by 17% points in the Masters from 2019.(36% to 53%)

Areas of NEED:

- The Economic Disadvantage subpopulation decreased by 9% in the Approaches category, decreased 3% in the Meets and decreased 15% in the Masters category from 2021.

3rd Spec. Pops	# 2021	App 21	#2022	App 22		Meets 21	Meets 22		Masters 21	Masters 22	
ED	6	100%	11	91%	-9	67%	64%	-3	33%	18%	-15
SPED	27	93%	23	82%	-11	48%	70%	+22	30%	30%	0
LEP	8	100%	15	93%	-7	88%	87%	-1	36%	53%	+17
Emergent Bilingual											
Hispanic	17	94%	23	91%	-3	53%	83%	+30	30%	70%	+40

Demographics

Demographics Summary

Ray and Jamie Wolman Elementary (RJWE) is located in Katy which is on the western edge of Houston, the fourth-most populous city in the United States. Katy was originally a rural farming community; but, that quickly shifted as Katy is one of the fastest-growing communities in Texas. Wolman Elementary is very much a neighborhood school located **subdivision of Firethorne and parts of Tamarron.** While Wolman Elementary has been the largest elementary school in Katy ISD and has been rezoned four times during the past nine school years due to high enrollment, we are currently projected for 952 students for the 2023/ 2024 school year. RJWE percentages for student groups are White **(67.16%),** Hispanic **(14.00%),** Asian **(9.56%),** Black or African American **(5.52%),** Two or more races **(3.36%),** American Indian/Alaskan Native **(0.10%)** and Native Hawaiian/Pacific Islander **(0.30%).**

The attendance rate for 2022-2023 is 95.66%. Wolman Elementary's student groups include 9.00% English Language Learners (ELLs), 7.00% Gifted and Talented, and 22.00% Special Education (five district special education programs). Additionally, 9.00% are economically disadvantaged, and 39.00% are identified as at-risk.

Wolman Elementary School continues to place a high priority in employing a high-quality, talented staff in spite of staffing shortages.

Demographics Strengths

Wolman Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success. Our parents are involved and supportive.
2. The involvement of our parents, supports the education of our students via programs such as Discover Learning and Explore Science.
3. Students at Wolman Elementary are very accepting of new students.
4. Our campus mentoring and support process to support teachers is helpful and effective.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While Wolman Elementary exceeded federal targets, our students classified in the economically disadvantaged subpopulation will increase their meets or masters scores by 3% in both reading and math. **Root Cause:** Impacts of Covid 19 affected all student scores due to learning interruptions, health and safety protocols and student trauma.

Problem Statement 2 (Prioritized): Students in the Special Education subpopulation will increase by 3% in the meets or masters category in both reading and math. **Root Cause:** Student scores were affected due to learning interruptions, health and safety protocols and student trauma associated with Covid 19.

Student Learning

Student Learning Summary

Summary Student Achievement Data 2023-2024 School Year.

A comparison of 2022 STAAR scores to the 2023 STAAR scores experienced an average of a -4 % points in our Approaches, Meets, and Masters Average in both Reading and Math.

3rd Grade Performance

	2021 STAAR	2022 STAAR	2023 STAAR	2021 STAAR	2022 STAAR	2023 STAAR	2021 STAAR	2022 STAAR	2023 STAAR
3rd	APPROACHES			MEETS			MASTERS		
Math	96%	92%	95%	72%	79%	76%	44%	54%	45%
Reading	99%	92%	92%	77%	79%	73%	45%	58%	37 %

4th Grade Performance

	2021 STAAR	2022 STAAR	2023 STAAR	2021 STAAR	2022 STAAR	2023 STAAR	2021 STAAR	2022 STAAR	2023 STAAR
4th	APPROACHES			MEETS			MASTERS		
Math	97%	99%	96%	91%	84%	87 %	75%	65%	59%
Reading	94%	97%	95 %	79%	82%	77%	49%	45%	52%

5th Grade Performance

	2021 STAAR	2022 STAAR	2023 STAAR	2021 STAAR	2022 STAAR	2023 STAAR	2021 STAAR	2022 STAAR	2023 STAAR
5th	APPROACHES			MEETS			MASTERS		
h	99%	100%	100%	94%	97%	97%	72%	81%	67%
ding	97%	99%	99%	87%	91%	94%	78%	80%	68%
ance	93%	98%	97%	74%	85%	83%	46%	56%	47%

All Grade Levels-Approaches	2018	2019	2021	2022	2023
Math	99%	98 %	97%	97%	97%
Reading	98%	97%	96%	96%	95%
Science	100%	96 %	93%	98%	97%

4th Grade Math Students Spring '23 Historical Cohort Data (Current 5th Grade '23-'24 Students)

	In 3rd Grade Spring 22	In 4th Grade Spring 23
Approaches	92%	96%
Meets	79%	87%
Masters	54%	59%

4th Grade Reading Students Spring '23 Historical Cohort Data (Current 5th Grade '23-'24 Students)

	In 3rd Grade Spring 22	In 4th Grade Spring 23
Approaches	97%	95%
Meets	79%	77%
Masters	58%	52%

Student Learning Strengths

Math Overall

Looking deeper, RJWE students matched an equal performance in the area of Approaches and Meets , and went up by 11% points all in the Spring of '23 when compared to the Spring of '22.

2023 RJWE Math AMM (Approaches, Meets, and Masters) Score overall were at an average of 22 points above the district AMM average of 58.

An analysis of scores for each student group at each grade level in Math revealed the following:

5th Grade-STAAR Math

Strengths:

- 100% of RJWE 5th Grade Mathematicians Approached.
- Maintained a 97% Average in the Meets category.
- Students scored 12% higher in the Approaches category compared to all KISD students.
- Students scored 33% higher in the Meets category compared to all KISD students.

- Students scored 32% higher in the Masters category compared to all KISD students.
- Economically Disadvantaged students went up 15% in the masters category from 2022 to 2023
- The Economically Disadvantaged subpopulation went up 15% in the Meets category from 2022 to 2023.
- The Special Education subpopulation went up 24% in the Meets category from 2022 to 2023.

Areas of NEED:

- The Economically Disadvantaged subpopulation went down 12% in the Meets category from 2022 to 2023.
- The African American Subpopulation went down 60% in the Masters category from 2022 to 2023. This subpopulation made up 5% (7 students) in this grade level cohort.

4th Grade-STAAR Math

Strengths:

- 96% of RJWE 4th Grade Mathematicians Approached
- Students scored 26% points higher in the Meets Category compared to all KISD students.
- Students scored 25% points higher in the Masters Category compared to all KISD students
- Students in the Economically disadvantaged subpopulation scored 4% higher in the Approaches category from 2022 to 2023.
- Students in the African American subpopulation scored 58% in the Meets category and 50% in the Masters category from 2022 to 2023

Areas of NEED:

- Students in the Asian subpopulation went down 38% in the Masters category from 2022 to 2023. (*Note in both '22 & '23 there were 13 students in this subpopulation.
- Students in Two or more subpopulation went down 14% in the Approaches category from 2022 to 2023. (*Note in '22 there were 5 students in this category, while in '23 there were 7 students in this category.)

3rd Grade-STAAR Math

Strengths:

- Students scored 16% points higher in the Meets category compared to all KISD students.
- Students scored 11% points higher in the Masters category compared to all KISD students

Areas of NEED:

- The Special Education subpopulation of students needs to improve in the MEETS category.
- The Emergent Bilingual subpopulation of students needs to improve in the MEETS category.

Science

5th Grade-STAAR Science

Strengths:

- Students scored 31 % points higher in the Meets category compared to all KISD students.
- Students scored 19% points higher in the Masters category compared to all KISD students
- 100% of Emergent Bilingual students Approached.

Areas of NEED:

- The Masters performance category decreased by 9% points from the previous year.
- The Special Education subpopulation scores are 8% points lower than the campus average in the Approaches category.

READING Overall

2023 RJWE Reading AMM (Approaches, Meets, and Masters) Scores overall were at an average of 13 points above the district AMM average of 63.

2023 STAAR scores by performance level in the area of reading show 52% of tested students are MASTERING grade-development.

2023 STAAR scores overall for RJWE in the Meets performance Category were 19% points above the district average.

2023 STAAR scores overall for RJWE in the Masters performance Category were 9% points above the district average.

An analysis of scores for each student group at each grade level in READING revealed the following:

5th Grade-STAAR Reading

Strengths:

- RJWE had 99% of students reach the Approach Category.
- The Meets reporting category increased 3% points from 2022 to 2023
- The Special Education subpopulation of students earned 96% in the Approaches category.
- The Emergent Bilingual subpopulation of students scored 100% in the Approaches and Meets. (Note there were 8 students in this category.)

Areas of NEED:

- The Economically Disadvantaged subpopulation of students dropped by 11% points in the Approaches category.
- The Special Education subpopulation scored 13% points lower than the 5th-grade campus average in the Approach category.

RJWE 5th Grade Sub Pops

Spec. Pops	# Students 21	App 21	# Students 22	App 22	# Students 23	App 23	Meets 21	Meets 22	Meets 23	Masters 21	Masters 22	Masters 23
E-D	10	92%	10	100%	8	88%	58%	100%	88%	42%	60%	63%
ED	15	90%	14	88%	24	96%	60%	41%	79%	50%	29%	33%
Emergent Bilingual	1	100%	7	100%	8	100%	100%	100%	100%	83%	29%	75%

Spec. Pops	# Students 21	App 21	# Students 22	App 22	# Students 23	App 23	Meets 21	Meets 22	Meets 23	Masters 21	Masters 22	Masters 23
Economic Dis.	20	95%	26	100%	20	100%	84%	92%	90%	63%	81%	35%
Hispanic	13	100%	18	100%	14	100%	100%	100%	100%	100%	83%	100
African American	6	83	2	100	7	86%	50	100	86%	33	100	57%
RJWE	148	97%	161	99%	143	99%	87%	91%	94	77%	80%	67

4th Grade-STAAR Reading

Strengths:

- The African American subpopulation increased from 0% to 50% for the Masters category from 2022.
- The African American subpopulation increased 11% points in the Approaches category from 2022.
- The Hispanic subpopulation increased 30% for the Masters category from 2022.
- RJWE increased 6% points in the Masters category compared to the campus average from 2022.
- The Econ. Dis. subpopulation increased by 3% points in the Masters category from 2022.

• Areas of NEED:

- The Special Education subpopulation scored 37% points lower than the campus average in the Masters category.
- The Special Education subpopulation decreased 38% points than the campus average in the Meets category.
- The Econ. Dis. subpopulation decreased by 10% points in the Approach category from 2022.
- The Econ. Dis. subpopulation decreased 14% points in the Meets category from 2022.

4th Spec. Pops	# 2021	App 21	#2022	App 22	#2023	App 23	Meets 21	Meets 22	Meets 23	Masters 21	Masters 22	Masters 23
EcoDis	5	100%	6	100%	27	81	60%	100%	59	60%	33%	30
SPED	15	80%	29	93%	28	79	53%	66%	39	27%	21%	14
LEP Emergent Bilingual	6	100%	8	100%	26	88	50%	88%	65	0%	75%	50
Hispanic	22	95%	19	95%	32	94	68%	68%	78	32%	26%	56
Asians	16	100%	13	100%	22	95	81%	100%	64	44%	92%	55
African American	2	100	9	89	12	100	100	89	75	100	0%	50
RJWE	155	94	145	97	186	95	79	82	77	50	45	51

3rd Grade-STAAR Reading

Strengths:

- The African American subpopulation increased 8% points in the Approaches category from 2022.
- The Asian subpopulation increased 5% points in the Approaches category from 2022.
- The Asian subpopulation increased 7% points in the Meets category from 2022.
- The Special Education subpopulation increased 3% points in the Approaches category from 2022.
- The Economic Disadvantage subpopulation increased by 1% in the Meets category from 2022.

Areas of NEED:

- The Hispanic subpopulation decreased by 49% in the Masters category from 2022.
- The Hispanic subpopulation decreased by 26% in the Meets category from 2022.
- The African American subpopulation decreased by 20% in the Meets category from 2022.
- The RJWE population decreased by 21% in the Masters category from 2022.

3rd Spec. Pops	# 2021	App 21	#2022	App 22	#2023	App 23	Meets 21	Meets 22	Meets 23	Masters 21	Masters 22	Masters 23
ED	6	100%	11	91%	20	92	67%	64%	71	33%	18%	35
SPED	27	93%	23	82%	47	74	48%	70%	32	30%	30%	6

3rd Spec. Pops	# 2021	App 21	#2022	App 22	#2023	App 23	Meets 21	Meets 22	Meets 23	Masters 21	Masters 22	Masters 23
LEP Emergent Bilingual	8	100%	15	93%	19	84	88%	87%	68	36%	53%	37
Hispanic	17	94%	23	91%	30	90	53%	83%	57	30%	70%	23
Asians	14	100	21	95	23	100	100	76	83	50	48	43
African American	9	100	12	92	8	100	44	83	83	44	58	43
RJWE	149	98	176	93	183	92	77	78	71	47	56	35

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Effective classroom routines will be refined. **Root Cause:** Increased levels of student engagement & independence are needed in order to collaborate with teachers and peers.

Problem Statement 2 (Prioritized): 3rd grade students' Reading STAAR scores decreased in all categories. (Approaches, Meets, and Masters.) **Root Cause:** Under current TEA STAAR design students are required to test online, to type their written responses and essays, and answer Technology Enhanced Item (TEI) questions. Increase student reading stamina and engagement is needed for independent reading.

Problem Statement 3 (Prioritized): 3rd grade students' Math STAAR scores decreased by 9% points in the Masters category. **Root Cause:** Student learning data is showing a need for additional personalized learning opportunities, engagement, and enrichment.

Problem Statement 4 (Prioritized): Campus based common assessments will be refined to ensure that our assessments are aligned with the TEKS and STAAR redesign online question format. **Root Cause:** Teachers need additional professional development to construct and design technology enhanced questions that are aligned to the TEKS.

Problem Statement 5 (Prioritized): Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

Problem Statement 6 (Prioritized): While Wolman Elementary exceeded federal targets, our students classified in the economically disadvantaged subpopulation will increase their meets or masters scores by 3% in both reading and math. **Root Cause:** Impacts of Covid 19 affected all student scores due to learning interruptions, health and safety protocols and student trauma.

Problem Statement 7 (Prioritized): Students in the Special Education subpopulation will increase by 3% in the meets or masters category in both reading and math. **Root Cause:** Student scores were affected due to learning interruptions, health and safety protocols and student trauma associated with Covid 19.

School Processes & Programs

School Processes & Programs Summary

At Ray and Jamie Wolman Elementary, we believe in doing what is best for students. Wolman "new" students will receive a personal check-in to ensure students are adjusting well. To support all of our students, the school counselor makes regular classroom visits to teach skills that promote academic and social success. The Character Strong Purposeful People program was continued this school year. Additionally, small group and individual counseling is provided as needed to meet student needs. To promote student safety, we utilize backpack dismissal tags including severe weather transportation. School access is monitored by our front office staff utilizing an intercom for entry system as well as Raptor check-in for visitors once allowed into the front doors. Emergency drills are practiced on a regular basis and teachers receive safety training and carry go bags daily. Our staff is well versed in Capturing Kids Hearts strategies and practice greeting at doors, sharing "good news", and creating social contracts in classrooms. Community circles are widely practiced in classrooms to help classmates learn more about one another and build strong bonds.

Another key Wolman Elementary belief is that all students should make a year's growth in Reading, Writing, Math, and Science. The curriculum and instruction of Ray and Jamie Wolman Elementary are aligned with the Texas Knowledge and Skills (TEKS) and the unit plans which incorporate the Katy ISD Cornerstones. Also utilized to plan for learning is the yearly "curriculum at a glance" calendar for each grade level in each core subject aligned to the TEKS and STAAR assessments.

Student learning and achievement drives everything we do on a daily basis. RJWE teachers work collaboratively with our instructional coaches to ensure the implementation of the district's curriculum with fidelity in an engaging and differentiated format. Instruction is monitored through Google Drive, Learning Walks, and walk-throughs. RJWE teachers have embedded professional development allowing educational best practices to be shared, practiced, and implemented. During bi-weekly team planning sessions and quarterly Kid-Chats, all assessment data to date is reviewed analyzing student strengths and areas of growth. These collaborative sessions afford classroom teachers, support staff, and administration a time to reflect on instructional practices and make adjustments as needed.

Ray and Jamie Wolman Elementary (RJWE) consistently strives to employ quality staff members who are talented, passionate, and love children. In our tenth year, our staff believes and articulates that every child should make at least a year's growth in the areas of reading, math, writing, and science. We use "kids first" as a measuring stick for decision making and this is clearly articulated and is at the center of our decision making. Our staff possesses a growth mindset and they collaborate in a highly effective manner; working as a team planning together a minimum of twice a week.

School Processes & Programs Strengths

All staff members have knowledge of our campus beliefs that we do what is best for our students and that every child should make a year's growth in the areas of reading, math, and writing. We use "kids first" as a measuring stick for decision making and this is clearly articulated and at the heart of decision making. Our staff members include highly committed professionals who do what's best for children above all else and are committed to professional growth, even attending numerous staff development sessions over the summer and participating in various book studies.

Furthermore, Wolman Elementary has a population of hardworking, high-achieving students. The campus has many different student achievement strengths. In 2022, Wolman Elementary School earned a Distinction Designations in: Mathematics, Science, Postsecondary Readiness, Top 25 Percent: Comparative Closing the Gaps and Top 25 Percent: Comparative Academic Growth. Our campus scored above the KISD district average on the 2022 STAAR subjects of Math and Science in 3rd, 4th and 5th grade. Believing in a year's growth for every child, our campus developed and monitored daily lessons, small group instruction, and extended learning time to reach the enrichment needs of students to be able to achieve at Masters grade-level content levels, as well as provide intervention, so all students make progress. Lead4ward quintiles, data analysis, and action planning for student achievement were all utilized in planning for student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus based common assessments will be refined to ensure that our assessments are aligned with the TEKS and STAAR redesign online question format. **Root Cause:** Teachers need additional professional development to construct and design technology enhanced questions that are aligned to the TEKS.

Problem Statement 2 (Prioritized): Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

Perceptions

Perceptions Summary

Building school communities and relationships continue to be paramount at Wolman Elementary in our tenth year through the incorporation of the Ron Clark House system. Our belief is that every child from early childhood through fifth grade should make at least a year's growth in the core subject areas. It is also our belief that each child's social and emotional well being should be fostered as well in order to promote the highest levels of learning. We value "grit" and a "growth mindset" with the idea that continuous improvement is essential to fulfilling the goal of every child making a years growth in the areas of reading, math, writing and science. Our culture values strong relationships between home and school, and an understanding that it takes the support of all stakeholders working toward the common goal of high levels of learning for all students.

Perceptions Strengths

Through our ten years as a school, we have grown tremendously as a staff, reflectively refining our practices moving toward continuous improvement. Our teachers collaborate regularly during leadership team meetings, professional development rotation sessions, planning meetings, and data digs. Focused and efficient conversations are the norm during these meetings; with a years' growth for every child being the number one focus. Our parents and community, through strong relationship building over the years, are supporters of our teachers and staff; understanding the importance of supporting student learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Classroom communities that foster the whole child will continue to be built. Academic and social growth, communication, and peer relationships all flourish when students feel part of a community of learners. **Root Cause:** Wolman Elementary students had fewer opportunities to associate with peers due to Covid-19 remote learning and safety protocols/restrictions in 2020-2021 and 2021-2022.

Priority Problem Statements

Problem Statement 1: Effective classroom routines will be refined.

Root Cause 1: Increased levels of student engagement & independence are needed in order to collaborate with teachers and peers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While Wolman Elementary exceeded federal targets, our students classified in the economically disadvantaged subpopulation will increase their meets or masters scores by 3% in both reading and math.

Root Cause 2: Impacts of Covid 19 affected all student scores due to learning interruptions, health and safety protocols and student trauma.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Students in the Special Education subpopulation will increase by 3% in the meets or masters category in both reading and math.

Root Cause 3: Student scores were affected due to learning interruptions, health and safety protocols and student trauma associated with Covid 19.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: 3rd grade students' Reading STAAR scores decreased in all categories. (Approaches, Meets, and Masters.)

Root Cause 4: Under current TEA STAAR design students are required to test online, to type their written responses and essays, and answer Technology Enhanced Item (TEI) questions. Increase student reading stamina and engagement is needed for independent reading.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 3rd grade students' Math STAAR scores decreased by 9% points in the Masters category.

Root Cause 5: Student learning data is showing a need for additional personalized learning opportunities, engagement, and enrichment.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Campus based common assessments will be refined to ensure that our assessments are aligned with the TEKS and STAAR redesign online question format.

Root Cause 6: Teachers need additional professional development to construct and design technology enhanced questions that are aligned to the TEKS.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: Planning for small group instruction to align with student learning activities to extend their learning through differentiation.

Root Cause 7: Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: Classroom communities that foster the whole child will continue to be built. Academic and social growth, communication, and peer relationships all flourish

when students feel part of a community of learners.

Root Cause 8: Wolman Elementary students had fewer opportunities to associate with peers due to Covid-19 remote learning and safety protocols/restrictions in 2020-2021 and 2021-2022.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- 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 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- 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
- 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices


Goals







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

Performance Objective 1: HB3 - The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Reading will increase to 81% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build a foundation of reading skills by implementing the coaching model where the instructional coaches will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques with our new district literacy resource.</p> <p>Strategy's Expected Result/Impact: Increase in Interim Assessments, Module Assessments, and STAAR scores</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers, and Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2, 6, 7</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the literacy framework as established by Curriculum and Instruction department through the use of the Houghton Mifflin Harcourt (HMH) resource.</p> <p>Strategy's Expected Result/Impact: All students will make a year's growth in literacy.</p> <p>Staff Responsible for Monitoring: Language Arts Instructional Coaches K-3 Language Arts Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to improve upon the effectiveness of small group instruction to increase student achievement in reading.</p> <p>Strategy's Expected Result/Impact: 3rd grade reading STAAR scores, CBAs, Interim Assessment scores</p> <p>Staff Responsible for Monitoring: 3rd grade ELA teachers, Instructional Coaches, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: While Wolman Elementary exceeded federal targets, our students classified in the economically disadvantaged subpopulation will increase their meets or masters scores by 3% in both reading and math. Root Cause: Impacts of Covid 19 affected all student scores due to learning interruptions, health and safety protocols and student trauma.</p>
<p>Problem Statement 2: Students in the Special Education subpopulation will increase by 3% in the meets or masters category in both reading and math. Root Cause: Student scores were affected due to learning interruptions, health and safety protocols and student trauma associated with Covid 19.</p>
Student Learning
<p>Problem Statement 1: Effective classroom routines will be refined. Root Cause: Increased levels of student engagement & independence are needed in order to collaborate with teachers and peers.</p>

Student Learning

Problem Statement 2: 3rd grade students' Reading STAAR scores decreased in all categories. (Approaches, Meets, and Masters.) **Root Cause:** Under current TEA STAAR design students are required to test online, to type their written responses and essays, and answer Technology Enhanced Item (TEI) questions. Increase student reading stamina and engagement is needed for independent reading.

Problem Statement 5: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

Problem Statement 6: While Wolman Elementary exceeded federal targets, our students classified in the economically disadvantaged subpopulation will increase their meets or masters scores by 3% in both reading and math. **Root Cause:** Impacts of Covid 19 affected all student scores due to learning interruptions, health and safety protocols and student trauma.

Problem Statement 7: Students in the Special Education subpopulation will increase by 3% in the meets or masters category in both reading and math. **Root Cause:** Student scores were affected due to learning interruptions, health and safety protocols and student trauma associated with Covid 19.

School Processes & Programs







Problem Statement 2: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

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

Performance Objective 2: HB3 - The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Math will increase to 87% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Build a foundation of math through the continued use and monitoring of Dreambox, which is a personalized adaptive learning platform that helps to build math concepts and numeracy in K-3 in class and at home.</p> <p>Strategy's Expected Result/Impact: Increase in math DLAs, Interim Assessments, CBAs, and fluency scores. STAAR scores</p> <p>Staff Responsible for Monitoring: Math Instructional Coach; Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to build a foundation of math skills and concepts by implementing the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques.</p> <p>Strategy's Expected Result/Impact: Increase in DLAs, Interim Assessments, District Checkpoints, CBAs and STAAR scores.</p> <p>Staff Responsible for Monitoring: Math Instructional Coach, K-5 Math Classroom Teachers, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3, 5, 6, 7 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: While Wolman Elementary exceeded federal targets, our students classified in the economically disadvantaged subpopulation will increase their meets or masters scores by 3% in both reading and math. **Root Cause:** Impacts of Covid 19 affected all student scores due to learning interruptions, health and safety protocols and student trauma.

Problem Statement 2: Students in the Special Education subpopulation will increase by 3% in the meets or masters category in both reading and math. **Root Cause:** Student scores were affected due to learning interruptions, health and safety protocols and student trauma associated with Covid 19.

Student Learning

Problem Statement 3: 3rd grade students' Math STAAR scores decreased by 9% points in the Masters category. **Root Cause:** Student learning data is showing a need for additional personalized learning opportunities, engagement, and enrichment.

Problem Statement 5: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

Problem Statement 6: While Wolman Elementary exceeded federal targets, our students classified in the economically disadvantaged subpopulation will increase their meets or masters scores by 3% in both reading and math. **Root Cause:** Impacts of Covid 19 affected all student scores due to learning interruptions, health and safety protocols and student trauma.

Problem Statement 7: Students in the Special Education subpopulation will increase by 3% in the meets or masters category in both reading and math. **Root Cause:** Student scores were affected due to learning interruptions, health and safety protocols and student trauma associated with Covid 19.







School Processes & Programs

Problem Statement 2: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

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

Performance Objective 3: 100% of teachers in grades PK-5 will utilize small group instruction for reading and math to meet the needs of all students throughout the 2023-24 school year.

Evaluation Data Sources: Data binders/google form data
Evidence of small group instruction in lesson plans.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teams will participate in twice weekly team planning and small group lesson design to focus on small group lesson design that is collaborative, integrated and data driven.</p> <p>Strategy's Expected Result/Impact: Increased scores in DLAs, Interim Assessments, CBAs, District Checkpoints, Module Assessments, and STAAR scores.</p> <p>Staff Responsible for Monitoring: classroom teachers, instructional coaches, admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of teachers will participate in data digs and Professional Development Rotations (PDR).</p> <p>Strategy's Expected Result/Impact: Increased scores in DLAs, Interim Assessments, CBAs, District Checkpoints, Module Assessments, and STAAR scores.</p> <p>Staff Responsible for Monitoring: instructional coaches, admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Effective classroom routines will be refined. Root Cause: Increased levels of student engagement & independence are needed in order to collaborate with teachers and peers.</p>

Student Learning

Problem Statement 5: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

School Processes & Programs



Problem Statement 2: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.






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

Performance Objective 4: Increase the number of grade 3-5 RJWE students , including those in Special Education and Economically Disadvantaged subpopulations, who achieve Meets or Masters by 3% in all subjects by the end of the 2023-2024 school year.

High Priority

Evaluation Data Sources: 2024 STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Build a foundation of math through the continued use and monitoring of Dreambox, which is a personalized adaptive learning platform that helps to build math concepts and numeracy in K-3 in class and at home.</p> <p>Strategy's Expected Result/Impact: Numeracy, place value, and algebraic reasoning concepts will increase with students in grades K-3.</p> <p>Staff Responsible for Monitoring: Math Instructional Coach; Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6, 7</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Further implement the effectiveness of the coaching model where the instructional coaches will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques, focusing on prescriptive small group instruction to improve learning across core content areas.</p> <p>Strategy's Expected Result/Impact: Increased scores in DLAs, Interim Assessments, CBAs, District Checkpoints, Module Assessments, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the literacy framework as established by Curriculum and Instruction department through the use of the Houghton Mifflin Harcourt (HMH) resource.</p> <p>Strategy's Expected Result/Impact: Increase scores in Interim, Module Assessments, DLAs, and STAAR Scores.</p> <p>Staff Responsible for Monitoring: Literacy Instructional Coaches K-5 Literacy Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:







Demographics
<p>Problem Statement 1: While Wolman Elementary exceeded federal targets, our students classified in the economically disadvantaged subpopulation will increase their meets or masters scores by 3% in both reading and math. Root Cause: Impacts of Covid 19 affected all student scores due to learning interruptions, health and safety protocols and student trauma.</p>
<p>Problem Statement 2: Students in the Special Education subpopulation will increase by 3% in the meets or masters category in both reading and math. Root Cause: Student scores were affected due to learning interruptions, health and safety protocols and student trauma associated with Covid 19.</p>
Student Learning
<p>Problem Statement 1: Effective classroom routines will be refined. Root Cause: Increased levels of student engagement & independence are needed in order to collaborate with teachers and peers.</p>
<p>Problem Statement 6: While Wolman Elementary exceeded federal targets, our students classified in the economically disadvantaged subpopulation will increase their meets or masters scores by 3% in both reading and math. Root Cause: Impacts of Covid 19 affected all student scores due to learning interruptions, health and safety protocols and student trauma.</p>
<p>Problem Statement 7: Students in the Special Education subpopulation will increase by 3% in the meets or masters category in both reading and math. Root Cause: Student scores were affected due to learning interruptions, health and safety protocols and student trauma associated with Covid 19.</p>

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

Performance Objective 5: Increase written responses on common assessments, module assessments for grades 2nd through 5th in each content areas (science, social studies, reading) by the end of the 2023-2024 school year.

High Priority




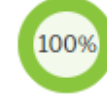




Evaluation Data Sources: Written response data from CBAs, Module Assessments, DLAs, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance writing instruction and planning through highly effective professional development and further implementation of the coaching model.</p> <p>Strategy's Expected Result/Impact: Interim Assessments, DLAs, Module Assessments, and STAAR scores (constructed response portions of STAAR assessments). Increase in effectiveness of writing planning and instruction.</p> <p>Staff Responsible for Monitoring: ELA Teachers Instructional Coaches Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement consistent keyboarding instruction and practice in grades 2-5.</p> <p>Strategy's Expected Result/Impact: Students will be able to effectively enter their written constructed responses.</p> <p>Staff Responsible for Monitoring: classroom teachers, instructional coaches, admin</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: 100% of teachers in grades Pre-K - 5 will increase hands-on learning experiences in the area of Science throughout the 2023-2024 school year.

- Evaluation Data Sources:**
- lesson plans
 - classroom observations
 - use of hands on materials

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional learning experiences will be centered around student TEK based needs in Science.</p> <p>Strategy's Expected Result/Impact: increase scores on CBAs, DLAs, Interim Assessments, and STAAR 5th Grade Science</p> <p>Staff Responsible for Monitoring: instructional coaches, admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development rotations will address Technology enhanced items in the area of Science including constructive responses.</p> <p>Strategy's Expected Result/Impact: increased scores on CBAs, DLAs, Interim Assessments and STAAR Science</p> <p>Staff Responsible for Monitoring: instructional coaches, admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 4: Campus based common assessments will be refined to ensure that our assessments are aligned with the TEKs and STAAR redesign online question format.</p> <p>Root Cause: Teachers need additional professional development to construct and design technology enhanced questions that are aligned to the TEKS.</p>







School Processes & Programs

Problem Statement 1: Campus based common assessments will be refined to ensure that our assessments are aligned with the TEKs and STAAR redesign online question format.
Root Cause: Teachers need additional professional development to construct and design technology enhanced questions that are aligned to the TEKS.

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

Performance Objective 7: Increase the number of students scoring at health fitness zones by 3%, as measured on FitnessGram, to contribute to optimal health by the end of the 2023-2024 school year.

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: Administrators Physical Education Teachers</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: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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



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

Performance Objective 8: Increase the RJWE attendance percentage by one percentage point.

High Priority

Evaluation Data Sources: Attendance Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase communication with parents to promote attendance awareness, reiterating the importance of students being at school every day Ongoing communication will occur during parent orientation, parent newsletter, attendance posters, teacher phone calls home when a student is absent, parent/teacher conferences and ARD/504 meetings</p> <p>Strategy's Expected Result/Impact: This will result in an increase in attendance Staff Responsible for Monitoring: Admin, teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrative Staff to attend Attendance Works conference</p> <p>Strategy's Expected Result/Impact: Administrative staff will learn additional ways to increase attendance and collaborate regarding implementation at RJWE Staff Responsible for Monitoring: Admin Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 199 - General Fund - \$320</p>	Formative			Summative
	Oct	Jan	Apr	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: This year, we will utilize grade level, classroom and individual student motivational systems to reward students who display good attendance.</p> <p>Strategy's Expected Result/Impact: This strategy will help to increase RJWE's overall student attendance.</p> <p>Staff Responsible for Monitoring: Admin team, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 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: Ensure that each student attains one year's academic growth through small group instruction by addressing the individual needs of all students through targeted and prescriptive small group instruction by the end of the 2023-24 school year.

High Priority

Evaluation Data Sources: Coordinated Grade Level Plans for small group instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze student learning needs by targeted small group instruction utilizing CBA, Interim Assessments DLA, Module, District Checkpoints, and summative assessment data with the goal of moving students to the Meets Grade Level Standard and Above in Literacy and Math.</p> <p>Strategy's Expected Result/Impact: increase scores DLA, Interim Assessments, Module Assessments, District Checkpoints, CBAs, Math Progressions and STAAR</p> <p>Staff Responsible for Monitoring: Instructional Coaches; Classroom Teachers Academic Support Teachers ESOL Teachers Administrative Team</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. Root Cause: Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.</p>
School Processes & Programs
<p>Problem Statement 2: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. Root Cause: Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.</p>

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

Performance Objective 2: 100% of English learners with parent approval for ESL program participation will receive Literacy instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level.






Evaluation Data Sources: TEA Certifications
TAC89.1201 (a)(3) per district protocol

Strategy 1 Details	Reviews			
<p>Strategy 1: OOL will provide professional development that addresses instruction that is sheltered and culturally responsive. OOL will also provide testing reimbursement for ELAR teachers to prepare and take the TExES ESL 154 test for the 2023-24 school year.</p> <p>Strategy's Expected Result/Impact: 100% of ELAR teachers in PK-5 will be ESL certified</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  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 3: 100% of teachers who serve Emergent Bilingual (EB) students will be informed of the English language proficiency levels of the English learners in their classrooms and professional learning communities actively utilize the ELPs to provide meaningful opportunities for EBs to develop social and academic English proficiency in listening, speaking, reading and writing throughout the year.

Evaluation Data Sources: eStar documentation provided by ESL ISSTs

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom and EB teachers will collaborate using data to incorporate best instructional practices for EB students to result in meaningful opportunities to develop social and academic English proficiency in listening, speaking, reading and writing.</p> <p>Strategy's Expected Result/Impact: Increased proficiency in listening, speaking, reading and writing</p> <p>Staff Responsible for Monitoring: Classroom teachers and ESL ISSTs</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:






Student Learning
<p>Problem Statement 1: Effective classroom routines will be refined. Root Cause: Increased levels of student engagement & independence are needed in order to collaborate with teachers and peers.</p>

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

Performance Objective 4: RJWE will use Elementary and Secondary Schools Emergency Relief (ESSER) funds to add a member to our Instructional Coach team with an emphasis on ELAR for the 2023-2024 school year to improve PLCs, fill gaps from Covid learning loss, model and provide feedback to teachers, and align TEKS vertically.

High Priority

Evaluation Data Sources: lesson plans, teacher feedback, aligned assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: An additional Language Arts Instructional Coach will be added utilized to improve PLCs, fill gaps from Covid learning loss, model and provide feedback to teachers and align TEKS vertically.</p> <p>Strategy's Expected Result/Impact: The addition of an ELAR instructional coach will lead to increased knowledge among teaching staff in order to improve PLCs, fill gaps from Covid learning loss, model and provide feedback to teachers and to align TEKS vertically</p> <p>Staff Responsible for Monitoring: administration</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: 3rd grade students' Reading STAAR scores decreased in all categories. (Approaches, Meets, and Masters.) Root Cause: Under current TEA STAAR design students are required to test online, to type their written responses and essays, and answer Technology Enhanced Item (TEI) questions. Increase student reading stamina and engagement is needed for independent reading.</p>
<p>Problem Statement 4: Campus based common assessments will be refined to ensure that our assessments are aligned with the TEKS and STAAR redesign online question format. Root Cause: Teachers need additional professional development to construct and design technology enhanced questions that are aligned to the TEKS.</p>
School Processes & Programs
<p>Problem Statement 1: Campus based common assessments will be refined to ensure that our assessments are aligned with the TEKS and STAAR redesign online question format. Root Cause: Teachers need additional professional development to construct and design technology enhanced questions that are aligned to the TEKS.</p>

Goal 3: 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: Increase volunteer participation and attendance at parent/community events by 3% throughout the 2023-24 school year.







Evaluation Data Sources: Volunteer Hours Recorded through Raptor
 Parent and Community Attendance
 Visitor sign in log/spreadsheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote parent and volunteer participation through Canvas, Discover Learning/Explore Science, GUIDES, PTA website, support of the RJWE House System, social media and grade level parent orientations.</p> <p>Strategy's Expected Result/Impact: By June 2024, increase parent participation in collaborating with school.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Advertise Title III Parent Engagement events empowering families and enhancing educational supports for Emergent Bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: Enhanced Educational Supports for Emergent Bilingual (EB) students</p> <p>Staff Responsible for Monitoring: ESL Teachers</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: 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 2: Ensure that 100% of parents are provided program information to increase and strengthen family engagement by utilizing the online ReadyRosie program in grades Pre-K -2nd to enhance and support language instruction as families of English learners grow outside of school throughout the 2023-2024 school year.






Evaluation Data Sources: increased parent involvement and engagement for families of English learners
online tools from ReadyRosie

Strategy 1 Details	Reviews			
<p>Strategy 1: ReadyRosie professional development was provided during Summer 2021 and will be ongoing for ESL ISSTs and PreK Teachers so they are able to utilize the resource to support families and reinforce what students are learning in the classroom .</p> <p>Strategy's Expected Result/Impact: increased family engagement that facilitates a partnership between home and school using online tools</p> <p>Staff Responsible for Monitoring: ESL ISST, campus administrators, Instructional Coaches, Prek Teacher</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure families of English learners have the opportunity to access to the ReadyRosie online program (online reading program to promote family engagement) by distributing flyers from Printshop and digitally in our Campus e-News during the 2023-24 school year.</p> <p>Strategy's Expected Result/Impact: increased family engagement of families of English learners</p> <p>Staff Responsible for Monitoring: ESL ISST, campus administrator, and instructional coaches</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Implement Module Assessments and District Checkpoints and evaluate student growth throughout the 2023-20234 school year.

Evaluation Data Sources: AWARE will be used to evaluate student data that will drive planning for PLCs and small group lesson plans.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement assessment tools to develop effective and engaging lessons to support student growth based on data from Aware.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student growth across assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Grade Level Content Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:



Student Learning
<p>Problem Statement 5: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. Root Cause: Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.</p>
School Processes & Programs
<p>Problem Statement 2: Planning for small group instruction to align with student learning activities to extend their learning through differentiation. Root Cause: Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.</p>






Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Conduct 100% of the district required safety drills and trainings with staff and students in an effort to prevent school violence with exposure to all drills by January 2024. Two way radios will be used to effectively communicate during these drills and other emergencies throughout the 2023-2024 school year.

High Priority

Evaluation Data Sources: Observations and data submitted to district OEM share point
 Sign in sheets from safety trainings completed in faculty meetings/mandatory trainings at beginning of the year
 Teacher created Safety Presentation
 Sign in sheet for the CRASE staff PD

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct safety drills and complete scenario training with the campus safety team; sharing information with the whole staff in order to increase preparedness in the event that violent situations were to occur.</p> <p>Strategy's Expected Result/Impact: Improved knowledge and implementation of safety/security procedures. Improved knowledge of how to handle unsafe /potentially violent situations</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Safety Liaison Emergency Management Coordinator Campus Safety Team</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Perform successfully with district security audit.</p> <p>Strategy's Expected Result/Impact: Security Audit passed and recommendations implemented.</p> <p>Staff Responsible for Monitoring: Emergency Management Coordinator Safety Liaison Administrative Team Campus Safety Team Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: All RJWE staff will receive Civilian Response to Active Shooter Training in August to increase preparedness in the event of an active shooter.</p> <p>Strategy's Expected Result/Impact: Improved knowledge and implementation of safety/security procedures. Improved knowledge of how to handle unsafe /potentially violent situations</p> <p>Staff Responsible for Monitoring: Emergency Management Coordinator Safety Liaison Administrative Team</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 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Teachers will conduct Community Circles at least once a week in all classrooms to increase relationships and inclusivity, decrease off task behaviors and create a culture of community and acceptance, which will help to prevent unsafe situations (violence) during the 2023-24 school year.

Evaluation Data Sources: Observation of Community Circles in classrooms and teacher report of off-task behaviors in Kid Chats.







Bug grams
Speak Up

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue and enhance Community Circles in every homeroom during designated daily time.</p> <p>Strategy's Expected Result/Impact: Build relationships with students, develop trust among peers, and set a positive tone for the day with the goal of decreasing time spent managing behavior and increasing instructional time.</p> <p>Staff Responsible for Monitoring: Classroom teachers counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: Wolman will offer the Character Strong/Purposefull People Program to 100% of students during the 2023-24 school year.






Evaluation Data Sources: New character Strong/Purposefull People traits will be shared with students at least 6 times throughout the school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Purposefull People traits will be taught by classroom teachers and counselor throughout the school year.</p> <p>Strategy's Expected Result/Impact: reduce bullying as a campus, increase desired character traits of kindness and respect</p> <p>Staff Responsible for Monitoring: teachers and counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Trauma Informed practices will be implemented in the classroom throughout the school year and the Speak Up system for reporting unsafe situations will be communicated to staff and students in an effort to prevent violence and unsafe situations.</p> <p>Strategy's Expected Result/Impact: As a mandate from Senate Bill 11, all teachers will receive professional development provided at a faculty meeting by our counselor and will incorporate trauma informed practices and strategies into classrooms. Students who have experienced a trauma will receive best practices to deescalate behaviors and provide a safe space at school.</p> <p>Communicate procedures for using campus safety net process as well as district Speak Up system.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 4: 100% of students will participate in the Ron Clark House System to aid in the promotion of character building, relationships and school spirit at RJWE throughout the 2023-2024 school year.






Evaluation Data Sources: RCA app, visual student point board in hallway

Strategy 1 Details	Reviews			
<p>Strategy 1: Using quarterly assemblies, team building activities and service projects students and staff will work together to build and sustain relationships in our school family and larger community. 4 houses, 1 family</p> <p>Strategy's Expected Result/Impact: increased positive school culture</p> <p>Staff Responsible for Monitoring: House Leaders, admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	 85%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 5: At least 85% of Wolman students will continue to feel included as measured by the Safety and Bullying Survey at the end of the 2023-2024 school year.






Evaluation Data Sources: Safety and Bullying Survey
 Student interaction within the Ron Clark House system for various activities across grade levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase inclusivity through explicit instruction on how to join a group and accepting/celebrating differences in-class lessons and via announcements; use of the buddy bench during recess; Explorer Scouts; Purposefull People and community circles.</p> <p>Strategy's Expected Result/Impact: Increase in the % of students who state they were included in groups on the next Safety and Bullying Survey. Increase in student self-esteem, relationships and positive school culture.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: 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: Increase the utilization of technology for student learning and engagement by 100% of content area teachers throughout the 2023-2024 school year.






Evaluation Data Sources: Lesson plans, PLCs, teacher observation

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Canvas, SeeSaw, SMART Boards, Padlet, Chrome Books, and iPads with an emphasis on student engagement. Training conducted by classroom technology designer.</p> <p>Strategy's Expected Result/Impact: Increased accessibility of technology for students. Increased opportunities for interactive lessons.</p> <p>Staff Responsible for Monitoring: Classroom Technology Designer, Classroom Teachers, and Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: 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 2: In grades 3-5 100% of students will use technology to complete campus and district assessments in preparation for STAAR Online throughout the 2023-2024 school year.

Evaluation Data Sources: CBA, DLA , Interim Assessment and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Create a technology device rotation to allow students time to practice keyboarding and online test navigation. Strategy's Expected Result/Impact: improvement in computer literacy and keyboarding	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Wolman Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Wolman Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Jon Hill	Teacher	1
Cheryl Stallings	Teacher	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2			\$320.00
Sub-Total					\$320.00

Addendums

134 - Wolman Elementary

Student Profile



Building
134 - Wolman Elementary

School Year
2022

Effective Date
End of Year

Student Statistics

Total Enrollment	963
At-Risk	23.57%
Low Income	10.07%
Limited English Proficient	9.14%
Special Education	19.11%
Career Technology Education	0.00%
Bilingual	0.00%
ESL	0.73%
Gifted/Talented	5.92%
Title 1	0.10%
Attendance Rate	95.71%

Race/Ethnicity		#	%
White		631	65.52%
Hispanic		137	14.23%
Asian		105	10.90%
Black/African American		57	5.92%
Two or More Races		30	3.12%
Am Indian/Alaskan Native		1	0.10%
Native Hawaiian Pacific Is..		2	0.21%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **81%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			77%	79%	80%	81%
Actual	69%	76%	77%	79%	73%	
Met Goal			N	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Wolman	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	5	20%	20	80%	114	75%	1	100%	11	91%	1	100%	4	75%	20	65%	6	50%	13	77%
		2021 Actual	9	44%	19	53%	103	82%	0		14	100%	0		4	50%	25	52%	14	57%	14	86%
		2022 Actual	13	92%	23	83%	114	75%	0		15	87%	0		5	80%	24	75%	17	65%	15	87%
		2023 Target		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%
		2023 Actual	3	67%	20	55%	114	75%	0		15	93%	0		5	40%	45	38%	12	50%	11	82%
		Met Target		Y		N		N				Y				N		N		Y		Y
		2024 Target		20%		80%		85%		100%		91%		100%		75%		48%		50%		77%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Math will increase from **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			81%	83%	85%	87%
Actual	78%	80%	72%	79%	76%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Wolman	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	5	60%	20	85%	114	79%	1	100%	12	83%	1	100%	4	75%	20	60%	6	50%	13	85%
		2021 Actual	9	22%	19	58%	103	77%	0		14	86%	0		4	75%	25	52%	14	50%	14	71%
		2022 Actual	13	77%	23	87%	114	77%	0		15	80%	0		5	80%	24	50%	17	59%	15	80%
		2023 Target		60%		85%		87%		100%		83%		100%		75%		60%		50%		85%
		2023 Actual	3	67%	20	70%	114	76%	0		15	93%	0		5	60%	45	40%	12	58%	11	73%
		Met Target		Y		N		N				Y				N		N		Y		N
		2024 Target		60%		85%		86%		100%		83%		100%		75%		50%		50%		85%