

Katy Independent School District

Wolman Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



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

Demographics

Demographics Summary

Ray and Jamie Wolman Elementary (RJWE) is a seven-year-old, Early Childhood Special Education - 5th grade campus in Katy ISD located in Katy, Texas. Katy is a fast growing suburb on the western edge of Houston, the fourth-most populous city in the United States. Katy was originally a rural farming community, but that is quickly shifting as Katy is one of the fastest growing communities in Texas. RJWE is very much a neighborhood school located in the subdivision of Firethorne. While Wolman Elementary has been the largest elementary school in Katy ISD and has been rezoned four times during the past seven school years due to high enrollment, we are currently projected for 1029 students for the 2019/ 2020 school year. RJWE percentages for student groups are White (80%), Hispanic (14%), Asian (11), and Black or African American (5%).

The attendance rate is 97.1%. Wolman Elementary's student groups include 5.8% English Language Learners (ELLs), 5.5% Gifted and Talented, and 15.6% Special Education. Additionally, 6% are economically disadvantaged, and 8% are identified as at-risk.

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

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, Explore Science, and Junior Achievement.
3. The attendance rate at Wolman Elementary is 97.1%.
4. Students at Wolman Elementary are very accepting of new students.
5. Our campus mentoring and support process to support teachers is helpful and effective.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Across grades 3-5, Special Education students have STAAR Reading scores in the Meets reporting category that range from 25-42% lower than general education students. **Root Cause:** Special Education teachers have not had the opportunity to attend as much content professional development as their non-Special Education peers. Special Education in class support time requirements of their students prevent them from attending all grade level planning sessions.

Problem Statement 2: In 4th Grade Reading and Writing, LEP students have STAAR Reading & Writing scores, in the APPROACHING, MEETS and MASTERS reporting category, scores that range from 6%-32% lower than non-LEP students. **Root Cause:** Students in 4th grade must master a second language in both reading and writing. Students need structured support to prescriptively fill in gaps and bridge current knowledge with new learning.

Problem Statement 3: Across grades 3-5, Special Education students have STAAR Math scores, in the MEETS reporting category, that range from 16-20% lower than general education students. **Root Cause:** Due to a limited number of Special Education teachers having to meet a high amount of special education student needs, teachers have not had the opportunity to attend as much content professional development as their non-Special Education peers. Special Education in class support time requirements of their students prevent them from attending all grade level planning sessions. Special Education students in 3rd to 5th grade need structured support to fill in the gaps and bridge current new learning.

Student Academic Achievement

Student Academic Achievement Summary

A comparison of STAAR scores at the ALL Student scores show that 2018-19 scores continue to reflect the tremendous student achievement growth from 2017-2018. ALL scores maintained with the exception of 4th grade Reading and Writing in the Meets and Masters reporting categories. (shows difference in scores from 2018)

2019 STAAR All Students	APPROACHES Grade level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	96 % (-1)	80% (+2)	48% (-7)
4th Math	97 % (-2)	91% (-9)	76% (+1)
5th Math	100% (+0)	92 % (-4)	77% (+8)
3rd Reading	95% (-1)	76% (+7)	57% (+4)
4th Reading	96% (-3)	74% (-12)	41% (-14)
5th Reading	99% (-1)	88% (+0)	63% (+9)
4th Writing	95% (-1)	72% (-11)	32% (-7)
5th Science	96 % (-4)	85% (-2)	65% (+8)

All Grade Levels	2017	2018	2019
Math	97%	99%	98 % (-1)
Reading	94%	98%	97% (-1)
Writing	85%	96%	95% (-1)
Science	98%	100%	96 % (-4)

READING

Looking deeper, the STAAR reading scores across years show the growth from 2017-2018 was maintained with a 1% drop from 2018-2019. 2019 overall Reading scores are still 3% higher than in the 2017 scores.

2019 STAAR scores by performance level in the area of reading show 54% of tested students are MASTERING grade level content.

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

5th Grade-STAAR Reading

Strengths:

- On 5th grade STAAR Reading, the MASTERS reporting category increased 9% from 2018 to 2019.
- On 5th grade STAAR Reading, all but one Asian student passed STAAR.
- On 5th grade STAAR Reading, 100% of Economically disadvantaged students passed.
- On 5th grade STAAR Reading, 99% of Special Education passed.
- On 5th grade STAAR Reading, 100% of LEP and ESL students passed.
- On 5th grade STAAR Reading, 100% of GT students passed.

Areas of NEED:

- On 5th grade STAAR Reading, Special Education students scored 42% lower than the 5th grade campus average in the MEETS category.
- On 5th grade STAAR Reading, Special Education students scored 48% lower than the 5th grade campus average in the MASTERS category.

4th Grade-STAAR Reading

Strengths:

- On 4th grade STAAR Reading, all subpopulation scores range from 88%-100% in the Approaching performance category.
- On 4th grade STAAR Reading, the Economically Disadvantaged subpopulation scored 92% in the MEETS performance category (18% more than ALL students)
- On 4th grade STAAR Reading, the LEP, subpopulation scored 91% in the Approaching performance category.

Areas of NEED:

- The 4th grade Asian subpopulation was the lowest scoring group in the Approaching performance category with a score of 88%.
- The 4th grade Special Education subpopulation scored 27% lower in the MEETS and 15% lower in the MASTERS performance categories than all students.
- 4th Grade STAAR READING scores showed a 12% decrease in the MEETS and a 41% decrease in the MASTERS performance categories.
- The 4th grade LEP subpopulation scored 30% lower in the MASTERS performance category than all students. Note: There were no LEP students in the 2018 4th grade STAAR data to compare 2018 to 2019.

3rd Grade-STAAR Reading

Strengths:

- On 3rd grade STAAR Reading, 100% of Economically disadvantaged students passed.

- On 3rd grade STAAR Reading, the MEETS reporting category increased 7% from 2018 to 2019.
- On 3rd grade STAAR Reading, the MASTERS reporting category increased 4% from 2018 to 2019.
- On 3rd grade STAAR Reading, the Special Education subpopulation increased 38% in the MEETS reporting category from 2018 to 2019.
- On 3rd grade STAAR Reading, the Special Education subpopulation increased 23% in the MASTERS reporting category from 2018 to 2019.

Areas of NEED:

- On 3rd grade STAAR Reading, the Special Education subpopulation only had a 3% increase in the APPROACHING reporting category leaving a 14% difference from the grade level score.

STAAR WRITING

4th Grade

Strengths

- On 4th grade STAAR Writing, students scored 95% in the Approaching Performance Category.
- On 4th grade STAAR Writing, students scored 13% higher in the Approaching Performance Category in comparison to ALL KISD 4th grade students taking the STAAR Writing Assessment.
- On 4th grade STAAR Writing, students scored 72% in the MEETS Performance Category.
- On 4th grade STAAR Writing, students scored 22% higher in the MEETS Performance Category in comparison to ALL KISD 4th grade students taking the STAAR Writing Assessment.
- On 4th grade STAAR Writing, students scored 32% in the MASTERS Performance Category.
- On 4th grade STAAR Writing, students scored 11% higher in the MASTERS Performance Category in comparison to ALL KISD 4th grade students taking the STAAR Writing Assessment.

Areas of NEED:

- On 4th grade STAAR Writing, the Economic Disadvantaged subpopulation scored the lowest out of all subpopulations in the Approaching Performance Category.
- On 4th grade STAAR Writing, students scored 12% lower in the MEETS Performance Category as compared to the 2018 scores. NOTE: This reporting category's percentage criteria increased 3% by TEA.
- On 4th grade STAAR Writing, students scored 7% lower in the MASTERS Performance Category as compared to the 2018 scores.
- On 4th grade STAAR Writing, the Special Education subpopulation scored 11% lower in the Approaching Performance Category as

- On 4th grade STAAR Writing, the LEP subpopulation scored 22% lower in the MASTERS Performance Category as compared to all students. NOTE: There were no LEP students in the 2018 4th grade STAAR data to compare 2018 to 2019.

Looking deeper, the STAAR Math scores across years show the growth from 2017-2018 was maintained with a 1% drop from 2018-2019. 2019 overall Math scores are still 1% higher than in 2017.

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

5th Grade-STAAR Math

Strengths:

- On 5th grade STAAR Math, the MASTERS category increased by 8% from 2018 to 2019.
- On 5th grade STAAR Math, 100% of all students passed
- On 5th grade STAAR Math, Special Education subpopulation scored 6% higher in the MASTERS category from 2018 to 2019
- On 5th grade STAAR Math, Economically Disadvantaged subpopulation scored 58% higher in the MASTERS category from 2018 to 2019
- On 5th grade STAAR Math, Hispanic subpopulation increased by 7% in the MEETS category from 2018 to 2019
- On 5th grade STAAR Math, students scored 24% higher in the MEETS category compared to all KISD students
- On 5th grade STAAR Math, students scored 17% higher in the MASTERS category compared to all KISD students

Areas of NEED:

- On 5th grade STAAR Math, Special Education students scored 23% lower than the 5th grade campus average in the MEETS category and 31% lower in the MASTERS Category.
- On 5th grade STAAR Math, LEP subpopulation had no students in the MASTERS Category.
Note: LEP Subpopulation make up was 2 students.

4th Grade-STAAR Math

Strengths:

- On 4th grade STAAR Math, the MASTERS category 76% of students scored in the MASTERS category a 1% increase from 2018 to 2019
- On 4th grade STAAR Math, Special Education subpopulation scored 11% higher in the MASTERS category from 2018 to 2019
- On 4th grade STAAR Math, the Economically Disadvantaged subpopulation had 100% in the Approaching Performance Category.
- On 4th grade STAAR Math, the LEP subpopulation had 100% in the Approaching Performance Category.
- On 4th grade STAAR Math, students scored 32% higher in the MASTERS category than compared to all KISD students.

Areas of NEED:

- On 4th grade STAAR Math, Special Education students scored 18% lower than the 4th grade campus average in the Approaches category and 17% lower in the MEETS Category.
- On 4th grade STAAR Math, LEP subpopulation scored 1% lower in the MEETS category than the campus average.

3rd Grade-STAAR Math

Strengths:

- On 3rd grade STAAR Math, the MEETS performance category increased 2% to 80% from 2018 to 2019
- On 3rd grade STAAR Math, Special Education subpopulation scored increased in all 3 performance categories with a 3% increase in APPROACHES, 15% increase in MEETS, and 22% increase in MASTERS.
- On 3rd grade STAAR Math, the LEP subpopulation increased 5% in the MEETS Category.
- On 3rd grade STAAR Math, students scored 19% higher in the MEETS Category in comparison to all KISD students.

Areas of NEED:

- On 3rd grade STAAR Math, in the MASTERS category decreased 7% from 2018 to 2019.
- On 3rd grade STAAR Math, the LEP subpopulation went down 8% in the MASTERS performance category from 2018 to 2019
- On 3rd grade STAAR math, the Economically disadvantaged subpopulation went down in the MASTERS performance category from 2018 to 2019.

5th Grade-STAAR Science

Strengths:

- On 5th grade STAAR Science, the MASTERS category increased by 8% from 2018 to 2019.
- On 5th grade STAAR Science, Economically Disadvantaged subpopulation scored 8% from 2018 to 2019
- On 5th grade STAAR Science, the LEP subpopulation at 100% of students in the MEETS performance category.
- On 5th grade STAAR Science, students scored 25% in the MASTERS category compared to all KISD students.
- On 5th grade STAAR Science, students scored 18% higher in the MEETS category compared to all KISD students

Student Academic Achievement Strengths

READING

Looking deeper, the STAAR reading scores across years show the growth from 2017-2018 was maintained with a 1% drop from 2018-2019. 2019 overall Reading scores are still 3% higher than in the 2017 scores.

2019 STAAR scores by performance level in the area of reading show 54% of tested students are MASTERING grade level content.

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

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- On 5th grade STAAR Reading, 99% of Special Education passed.
- On 5th grade STAAR Reading, 100% of LEP and ESL students passed.
- On 5th grade STAAR Reading, 100% of GT students passed.

4th Grade-STAAR Reading

Strengths:

- On 4th grade STAAR Reading, all subpopulation scores range from 88%-100% in the Approaching performance category.
- On 4th grade STAAR Reading, the Economically Disadvantaged subpopulation scored 92% in the MEETS performance category (18% more than ALL students)
- On 4th grade STAAR Reading, the LEP, subpopulation scored 91% in the Approaching performance category.

3rd Grade-STAAR Reading

Strengths:

- On 3rd grade STAAR Reading, 100% of Economically disadvantaged students passed.
- On 3rd grade STAAR Reading, 100% of LEP and ESL students passed.
- On 3rd grade STAAR Reading, the MEETS reporting category increased 7% from 2018 to 2019.
- On 3rd grade STAAR Reading, the MASTERS reporting category increased 4% from 2018 to 2019.
- On 3rd grade STAAR Reading, the Special Education subpopulation increased 38% in the MEETS reporting category from 2018 to 2019.
- On 3rd grade STAAR Reading, the Special Education subpopulation increased 23% in the MASTERS reporting category from 2018 to 2019.

STAAR WRITING

4th Grade

Strengths

- On 4th grade STAAR Writing, students scored 95% in the Approaching Performance Category.
- On 4th grade STAAR Writing, students scored 13% higher in the Approaching Performance Category in comparison to ALL KISD 4th grade students taking the STAAR Writing Assessment.
- On 4th grade STAAR Writing, students scored 72% in the MEETS Performance Category.
- On 4th grade STAAR Writing, students scored 22% higher in the MEETS Performance Category in comparison to ALL KISD 4th grade students taking the STAAR Writing Assessment.

- On 4th grade STAAR Writing, students scored 11% higher in the MASTERS Performance Category in comparison to ALL KISD 4th grade students taking the STAAR Writing Assessment.

Looking deeper, the STAAR Math scores across years show the growth from 2017-2018 was maintained with a 1% drop from 2018-2019. 2019 overall Math scores are still 1% higher than in 2017.

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

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- On 5th grade STAAR Math, 100% of all students passed
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- On 5th grade STAAR Math, the Hispanic subpopulation increased by 7% in the MEETS category from 2018 to 2019
- On 5th grade STAAR Math, students scored 24% higher in the MEETS category compared to all KISD students
- On 5th grade STAAR Math, students scored 17% higher in the MASTERS category compared to all KISD students

4th Grade-STAAR Math

Strengths:

- On 4th grade STAAR Math, the MASTERS category 76% of students scored in the MASTERS category a 1% increase from 2018 to 2019
- On 4th grade STAAR Math, the Special Education subpopulation scored 11% higher in the MASTERS category from 2018 to 2019
- On 4th grade STAAR Math, the Economically Disadvantaged subpopulation had 100% in the Approaching Performance Category.
- On 4th grade STAAR Math, the LEP subpopulation had 100% in the Approaching Performance Category.
- On 4th grade STAAR Math, students scored 32% higher in the MASTERS category than compared to all KISD students.

3rd Grade-STAAR Math

Strengths:

- On 3rd grade STAAR Math, the MEETS performance category increased 2% to 80% from 2018 to 2019
- On 3rd grade STAAR Math, the Special Education subpopulation scored increased in all 3 performance categories with a 3% increase in APPROACHES, 15% increase in MEETS, and 22% increase in MASTERS.
- On 3rd grade STAAR Math, the LEP subpopulation increased 5% in the MEETS Category.
- On 3rd grade STAAR Math, students scored 19% higher in the MEETS Category in comparison to all KISD students.

5th Grade-STAAR Science

Strengths:

- On 5th grade STAAR Science, the MASTERS category increased by 8% from 2018 to 2019.
- On 5th grade STAAR Science, the Economically Disadvantaged subpopulation scored 8% from 2018 to 2019
- On 5th grade STAAR Science, the LEP subpopulation at 100% of students in the MEETS performance category.
- On 5th grade STAAR Science, students scored 25% in the MASTERS category compared to all KISD students.
- On 5th grade STAAR Science, students scored 18% higher in the MEETS category compared to all KISD students

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Problem Statement 1: Across grades 3-5, Special Education students have STAAR Reading scores, in the MEETS reporting category, that range from 25-42% lower than general education students. **Root Cause:** Due to a limited number of Special Education teachers having to meet a high amount of special education student needs, Special Education teachers have not had the opportunity to attend as much content professional development as their non-Special Education peers. Special Education in class support time requirements of their students prevent them from attending all grade level planning sessions.

Problem Statement 2: Problem Statement 2: In 4th Grade Reading and Writing, LEP students have STAAR Reading & Writing scores, in the APPROACHING, MEETS and MASTERS reporting category, scores that range from 6%-32% lower than non-LEP students. **Root Cause:** Students in 4th grade must master a second language in both reading and writing. Students need structured support to prescriptively fill in gaps and bridge current knowledge with new learning.

Problem Statement 3: Problem Statement 3: Across grades 3-5, Special Education students have STAAR Math scores, in the MEETS reporting category, that range from 16-20% lower than general education students. **Root Cause:** Special Education teachers have not had the opportunity to attend as much content professional development as their non-Special Education peers. Special Education in class support time requirements of their students prevent them from attending all grade level planning sessions. Special Education students in 3rd to 5th grade need structured support to fill in the gaps and bridge current new learning.

Problem Statement 4: Problem Statement 4: In 3rd Grade Math, in the MASTERS performance category student scores decreased 7% from 2018 to 2019 **Root Cause:** Students in 3rd Grade Math need more targeted instruction for students to justify their understanding and more going tracking to make sure students are continuously making gains at high levels.

Problem Statement 5: Problem Statement 5: Student scored decreased in the Approaches Category by 4% and the Meets % by 2%. While some of this can be attributed to an overall increased scored in the MASTERS performance category it does not account for the Approaches Category. **Root Cause:** In 5th Grade Science, students are asked not only to have an understanding of the content specific vocabulary, but be able to apply this knowledge in a variety of graphs and charts. Students have to be able to justify their understanding. Professional development be offered for instructional strategies to address student needs.

School Processes & Programs

School Processes & Programs Summary

At Ray and Jamie Wolman Elementary, we believe in doing what is best for students. Traditionally, a high growth campus, Wolman "new" students are invited to participate in "New Student Lunches" and are shown the school and introduced to school staff by Explorer Guides. To support all of our students, the school counselor makes regular classroom visits to teach skills that promote academic and social success. 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 and our G.U.I.D.E.S. volunteers monitor exits to ensure that doors and gates remain closed and locked. 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 are 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 are 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 Forethought, Learning Walks, and walk-throughs. Through a campus designed professional development rotation, RJWE teachers have bi-weekly on-site professional development allowing educational best practices to be shared, practiced and implemented. During 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 year eight, 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 on Tuesdays and Wednesdays as well as attending individualized Professional Development Rotation sessions to provide enriching and rigorous learning opportunities for the students.

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. We ended the school year with a whole staff, two-day training on Capturing Kids Hearts which served as a springboard leading and learning with our hearts during the 2017-18 school year! Staff who joined us for the 2018-2019 school year also received training so all of our classrooms utilize the Capturing Kids' Hearts philosophies. 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. Wolman Elementary School earned a distinction in English Language Arts/ Reading, Mathematics, Science, Postsecondary Readiness and Top 25 Percent: Comparative Academic Growth. Our campus scored above the KISD district average on ALL STAAR tested subjects 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. Teachers implemented the use of Progress Monitoring Folders to help them track student progress, also empowering students to monitor their own progress and set goals for improving performance. 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: Teachers need to be more effective in developing campus based common assessments and using the information in Aware to improve the assessments, ensuring that assessments accurately assess TEKs. **Root Cause:** Teachers need training in how to recognize and create quality assessment items aligned to the TEKs.

Problem Statement 2: Planning of extended learning time activities should be enhanced to increase in prescriptiveness so that specific TEKs are targeted and addressed for each individual student. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs.

Perceptions

Perceptions Summary

Relationships and a "kids first" mentality continue to be paramount at Wolman Elementary in our eighth year. 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; 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 eight 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: There is a need to build classroom communities to decrease off-task behaviors. **Root Cause:** Wolman Elementary has had rapid enrollment.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Goals

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

Performance Objective 1: Increase the number of students who Master Grade Level Standard or Above by 3% and who Met or Exceeded Progress by 3% in all subjects.

Evaluation Data Source(s) 1: 2020 STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Implement DreamBox personalized adaptive learning platform in math concepts and numeracy in K-5 in class and at home. track growth of individual students.	2.4, 2.5, 2.6	Math Instructional Coach	Increase in math DLAs, CBAs, and fluency scores. STAAR scores				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Implement the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques		Instructional Coaches Classroom teachers	Increase in DLAs and CBAs scores STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Refine Lucy Calkins' Phonics Units of Study in grades K-1 and implement in grade 2 with kits integrated in readers' and writers' workshop. professional development given through trainer of trainer model by the language arts instructional coach.	2.4, 2.5, 2.6	Language Arts Instructional Coach K-2 Language Arts Teachers	Increased end-of-year Fountas and Pinnell levels Increased CBA scores				
TEA Priorities Build a foundation of reading and math 4) Utilize 7 Steps to a language rich interactive classroom book study and professional development strategies	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrative Team	Increase in EL scores				
TEA Priorities Connect high school to career and college 5) Teachers will learn about interactive word walls as an instructional strategy to assist students in making meaning of various graphic organizers.	2.4, 2.5, 2.6	Grade 2-5 Science Teachers Math Science Instructional Coach	Increased end of year Science assessment scores				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 2: Place an increased focus on writing in Kindergarten-5th grade, which includes composition writing, conventions, craft, grammar, and phonics/word study.

- Evaluation Data Source(s) 2:**
1. Implementation of the district designed Picture Talks in Kindergarten.
 2. Implementation of the new Phonics Units of Study in K-2nd grade and New Word Study curriculum in 3rd-5th.
 3. 1st through 5th grade teachers will implement the district designed Conventions and Craft Writing Units.
 4. At the end of each Conventions and Craft Unit, student needs will be identified and refined in a week of small group prescriptive writing instruction.
 5. ESL and Special Education teachers will have an opportunity to attend general education professional learning opportunities.

Summative Evaluation 2:

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: Increase the effectiveness of Extended Learning Time (ELT) in the master schedule by addressing the individual needs of students by TEK.

Evaluation Data Source(s) 1: Coordinated Grade Level Plans for ELT
2020 STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 1) Prescriptively analyze student learning needs by target ELT instruction utilizing CBA, DLA and summative assessment data with the goal of moving students to the Masters Grade Level Standard and Above in all subject areas.	2.4, 2.5, 2.6	Instructional Coaches Grade Level Teachers Academic Support Teachers ESOL Teachers Administrative Team	Targeted student group rosters and coordinated grade level plans for Extended Learn Time. Increased Performance on both the Meet Grade Level Standard and the Masters Grade Level Standard.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 1: Increase the effectiveness of campus-based assessments (CBA) and formative assessments by having 100% of content area teachers involved in the development, implementations, and evaluation of CBAs.

Evaluation Data Source(s) 1: AWARE, CBA, and student data, grade level content PLCs, Lesson plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 1) Refine and create CBAs before unit instruction begins and evaluate their effectiveness by using analysis in AWARE to make improvements during grade-level, content-specific PLC with the guidance and approval of the instructional coaches	2.4, 2.5, 2.6	Instructional Coaches Grade Level Content Teachers	Improved classroom instruction and student growth. Increase CBA scores				
TEA Priorities Connect high school to career and college 2) Grade 2-4 Science common based assessments (CBAs) should contain 50% visual stimuli.	2.4, 2.5, 2.6	Science Instructional Coach and Grade 2-4 Science Teachers	Increase in rigor of Science common based assessments (CBAs)				



100% = Accomplished → = Continue/Modify 0% = No Progress X = 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: Increase the utilization of technology within student learning by 100% of content area teachers.

Evaluation Data Source(s) 1: Lesson plans, PLCs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Utilize both Smart Boards and ipads with an emphasis on student engagement. Training conducted by classroom technology designer.	2.5	Classroom Technology Designer Classroom Teachers Instructional Coaches	Increased accessibility of technology for students. Increased opportunities for interactive lessons.				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Receive professional development on utilizing Nearpod and other applications during instruction for student interactive lessons	2.5	Classroom Technology Designer Classroom Teachers Instructional Coaches	Increased opportunities for student engagement and personalized learning				



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

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

Performance Objective 1: Conduct the district required safety drills and training with staff. Two way radios will be used to effectively communicate during these drills and other emergencies.

Evaluation Data Source(s) 1: Observations and data submitted to district through OEM sharepoint.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Conduct safety drills.		Assistant Principal Principal Emergency Management Coordinator Campus Safety Team	Improved knowledge and implementation of safety/ security procedures.				
2) Perform successfully with district security audit.		Emergency Management Coordinator Administrative Team Campus Safety Team Teachers	Security Audit passed and recommendations implemented.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 2: Conduct Community Circles in all classrooms to decrease off task behaviors.

Evaluation Data Source(s) 2: Observation of Community Circles in classrooms and teacher report of off-task behaviors in Kid Chats.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Continue and enhance Community Circles in every homeroom during designated daily time.	2.6	Classroom teachers, counselor	Build relationships with students, develop trust among peers, and set a positive tone for the day with the goal of decreasing time managing behavior and increasing instructional time.				

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: Increase volunteer participation and attendance at parent/ community events by 3%.

Evaluation Data Source(s) 1: Volunteer Hours Recorded
Parent and Community Attendance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Promote parent and volunteer participation through classroom padlet, PTA Website and parent orientations for grade levels	3.1, 3.2	Administrative team and classroom teachers	By June 2020 Increase parent participation in collaborating with school.				

State Compensatory

Personnel for Wolman Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Byrd	Teacher	Academic Support	1
Sarah Russell	Teacher	Academic Support	1

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Kelly Ricks	Principal
Administrator	Lisa Langford	Assistant Principal
Non-classroom Professional	Jacalyn Warner	Instructional Coordinator
Non-classroom Professional	Jana Knight	Instructional Coach
Classroom Teacher	Christina Garrett	Teacher
Classroom Teacher	Tori Waskawic	Teacher
Parent	Erica Edwards	Parent
Parent	Sheila Adams	PTA President
Parent	Angela Strickland	Parent
Community Representative	Jamie Wolman	Community Representative
Non-classroom Professional	Sarah Russell	Teacher
Classroom Teacher	Hailey Weishuhn	Classroom Teacher
Parent	Marlene Shook	Parent
Parent	Understanding Aikulola	Parent
Business Representative	Jason Wurtzbacher	Business Representative
District-level Professional	Damon Archer	District Rep.

Addendums

**Texas Education Agency
2019 Accountability Ratings Overall Summary
RAY AND JAMIE WOLMAN EL (101914134) - KATY ISD**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		95	A
STAAR Performance	79	95	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	85	92	A
Relative Performance (Eco Dis: 5.8%)	79	84	B
Closing the Gaps	97	94	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Not Earned

