Katy Independent School District

Wolfe Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

We work collaboratively with families and the community to ensure that every student has the educational foundation to grow as a learner, building confidence in a safe, nurturing and inclusive environment.

Vision

We empower, encourage, and prepare our students to share a positive legacy.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

We ended the 2017-2018 school year with 346 students and are projected for 331 students for next school year. We are a Title 1 campus and serve K-5 students on the campus.

Our enrollment has decreased gradually since 2014 when we served 450 students. We attribute the decrease in the population to older families living in the communities, surrounding private schools and the natural disasters. One of the neighborhoods is roughly at 50% of capacity due to homes that are needing to be rennovated so that families are able to move back in them. We also have an apartment complex that was condemned and had to be completely renovated. We are hoping the apartment complex will open before the winter of 2018.

Student Information

Ethnic distribution enrollment:

African American 14%%

Hispanic 46%

White 32%

Asian 5%

Two or More 1.9%

Economically Disadvantaged 55%

Non Economically Disadvantaged 45%

English Language Learners 25.8%

At-Risk 56.9%

Student enrollment by program

ESL 24.%

Gifted & Talented is 4.8%

Special Education 10.3%

Mobility Rate 19.4%

Staff Summary

African American 2.9%

Hispanic 23.1%

White 65.3%

Asian 2%

Pacific Islander 1%

Demographics Strengths

Wolfe Elementary has many strengths. Some of the most notable demographic strengths include:

1. Wolfe Elementary has many strong community ties with several of the neighborhoods and many of the families have had several generations attend Wolfe Elementary.

2. With the increasing diversity among our student population, Wolfe Elementary has become more reflective of the diverse population within the school.

The diversity has allowed school leaders to reflect on a variety of ways to celebrate various cultures within the school throughout the year.

3. Our campus is unique in that it is located next to the energy corridor, which has allowed the school develop partnerships with various business in the surrounding area.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have seen a decrease in population since 2014 at Wolfe Elementary. **Root Cause**: The aging of the surrounding neighborhoods, homes and apartment complex, and private schools are the reasons we can attribute to the decrease in the school enrollment.

Student Academic Achievement

Student Academic Achievement Summary

A comparison of STAAR scores at the Approaches level for All Students level shows that the 2018 scores dropped in all areas except science. The largest change is writing, which decreased by 7%.

All Grade Levels (Approaches)

	2017	2018
Reading	75%	69%
Math	73%	70%
Writing	50%	43%
Science	76%	82%

All Grade Levels at Approaches, Meets & Masters

2018 STAAR All Students	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Reading	65%	30%	16%
4th Reading	58%	34%	13%
5th Reading	83%	45%	17%
3rd Math	71%	35%	12%
4th Math	51%	21%	8%

5th Math	83%	37%	9%
4th Writing	43%	25%	6%
5th Science	82%	48%	12%

Reading STAAR

	Approaches		Meets		Masters		Made Progress	
	2017	2018	2017	2018	2017	2018	2017	2018
3rd Grade	71%	65%	32%	30%	20%	16%	N/A	N/A
4th Grade	73%	58%	38%	34%	18%	13%	42%	54%
5th Grade	80%	83%	46%	45%	27%	17%	74%	71%

Math STAAR

	Approaches		Meets		Masters		Made Progress	
	2017	2018	2017	2018	2017	2018	2017	2018
3rd Grade	68%	71%	38%	35%	18%	12%	N/A	N/A
4th Grade	64%	51%	32%	21%	10%	8%	48%	24%
5th Grade	85%	83%	28%	37%	4%	9%	43%	59%

Writing STAAR

	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
4th Grade	50%	43%	15%	25%	6%	6%

Science STAAR

	Approaches	Meets	Masters

	2017	2018	2017	2018	2017	2018
5th Grade	76%	82%	38%	27%	18%	12%

Student Academic Achievement Strengths

As we reviewed the strengths of the STAAR data, we noticed that our students had grown only in the approaches area for 5th Reading from 80% to 83%, 3rd Math 68% to 71% and 5th Science 76% to 82%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The STAAR data indicates that we have students performing higher in the approaches category instead of meets and masters categories. **Root Cause**: We will need to provide additional professional development to ensure that we are growing all students .

Problem Statement 2: A comparison of STAAR Scores at the Approaches level for All students level shows that the 2018 scores dropped in all areas except science. The largest change was in writing, which decreased by 7%. **Root Cause**: We need to have ongoing informal and formal assessments to allow us to monitor our student's data throughout the year.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary

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

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

Kindergarten through Second Grade focus upon Fountas and Pinnell Assessments, iStation, DreamBox, TELPAS, and informal assessments.
Third through Fifth Grades participate in campus based assessments, DLAs, F&P, iStation, DreamBox, STAAR, TELPAS, and informal assessments.
Weekly grade level PLCs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all possible staff development days. Grade levels have common daily planning times. Academic vertical teams meet regularly to ensure alignment.

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

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

Staff Recruitment and Retention

Wolfe will continuously strive to hire the most qualified teachers and staff members who also share the vision and culture of the campus. Staff retention is of the utmost importance in order for the campus to move forward and continuously build on the concrete foundation being set by the current teachers. Teacher retention will be increased by empowering teachers through leadership opportunities and professional development while maintaining a positive campus culture.

School Organization-Culture and Climate

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

Technology

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

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

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths

Wolfe Elementary has identified the following strengths:
1. Identification of Focus TEKS to guide our instruction

2. Strong commitment to workshop approach in Reading, Writing, and Math
3. Team planning and weekly PLCs with Instructional Coaches
4. Academic vertical team meetings to ensure C&I alignment
5. Staff will share their professional learning

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

School Organization Strengths

1. Teachers are committed to utilize best instructional practices
2. Teachers target all students' needs through Extended Learning Time
3. Response To Intervention (RTI) is being utilized successfully
4. Our master schedule maximizes instructional time
5. Protecting instructional time is a priority
6. Safety drills are performed frequently and effectively
7. Campus committees, such as Sunshine, Safety, Volunteer Appreciation, and Positive Behavior Interventions and Supports (PBIS), ensure campus culture and safety

Technology Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In the last five years, there has been a high turn over of staff. **Root Cause**: Staff turn over was due to promotions, retirements, family changes, transfers, long commute times, and declining student population.

Perceptions

Perceptions Summary

Perceptions

Perceptions Summary

Wolfe Elementary creates a family-friendly school environment. We provide a responsive climate and communicate ways for parents to partner with us in educating their children. As a Title One school, we are charged with educating our community about the importance of parent involvement in local education. In order to strengthen the home/school connection, we communicate in a variety of ways including: campus newsletters, school marquee, campus website, classroom based websites, school and classroom Facebook and Twitter accounts, and Remind. Communications are provided in English and Spanish whenever possible. We try to ensure consistency and ease by sending Tuesday Take Home folders campus-wide. Wolfe Elementary strives to provide outstanding customer service. We promote parent involvement opportunities, such as Watch D.O.G.S. (Dads of Great Students) and parent classroom readers; as well as P.T.O. and the Campus Advisory Team (CAT). We have multiple business and community partners.

Wolfe is one of the oldest Katy ISD campuses with a great tradition, history and community. The campus continues to strive to keep these traditions alive in an ever-changing educational environment. The campus' school climate and culture reinforces positive behavior expectations through PBIS, CHAMPS, and Love and Logic strategies. The campus is participating in a book study called *The Fundamental Five* to reinforce best practices.

Perceptions Strengths

Wolfe Elementary expects 100% staff participation in the PTO each year. Title I/Family curriculum nights include STEAM Night and Literacy Night.

We maintain business partnerships through Partners in Education (P.I.E). KEYS mentors from community are active at WE.

Wolfe will continue to be involved in the PBIS model for our character building and positive behavior of students with assistance from the district and our behavior intervention district department. Students will be encouraged and rewarded with positive recognition and tickets for displaying targeted behaviors indicated by the S.T.A.R. acronym.

We will continue to consistently recognize appropriate behaviors through the use of PBIS, Gold STAR Student Award students each month, and coordinate student recognition criteria. We will also continue to emphasize ongoing character education through the core essentials program as well as a collaboration with CLAY character program. Students are recognized for showing the core essential of the month and reinforced with an incentive. Plans are to continue to implement the CHAMPS Program at the classroom level as a means to enhance student discipline and teacher/student interactions.

The campus will continue to have professional development in CHAMPS and STOIC in order to create a positive learning environment and support the PBIS

model. Teachers and staff will consistently work towards this positive mindset so they can model for the students. The entire Wolfe community will work to teach behavior through the use of positive language in order to create a safe and orderly environment focused on learning.

We are in our fourth full year of implementation of Positive Behavior Supports and Intervention (PBIS). Our motto is STAR:Self control, Try your best, Attitude to achieve, Respect yourself and others. Students know this motto and are rewarded with STAR bucks when they demonstrate appropriate behaviors representing this motto in all the various areas of our school. Posted matrices remind both students and teachers of expected behaviors. Tangible and intangible reward choices are offered every four weeks at the STARbuck Store; students love having lunch with a friend, earning a Stinky Feet (no shoes) pass, or spending 15 minutes acting as "Principal." As teachers and administrators, we make multiple weekly positive phone calls to parents, believing that this builds relationships and community. This year we started Positive Office Referrals.
Teachers and other staff receive training through PBIS on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals correctly. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.
Campus discipline data shows that PBIS gradually decreased the number of discipline referrals last year. Students at WE feel that our school is a safe place to learn, that teachers will support them so that they can achieve at school and that rules are fair and consistent for all students.
School Culture and Climate Strengths
Wolfe Elementary celebrates these strengths:
A strong commitment by classroom teacher conducting Morning Meetings (Community Circle) being held daily in every K through Grade 5 classroom on this campus.
Teacher survey data reveals that teachers feel empowered and valued and that WE is a great place to work
Students enjoy participating in Positive Behavior Interventions and Supports; they are aware of the motto and its meaning, and participate highly in redemption of Starbucks.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance at Wolfe is 92% and below the average state attendance of 95%. Teachers and staff identified there are many absences that are marked unexcused. **Root Cause**: 85.5% of the unexcused tardies for students who come to school late indicate the reason they arrived late was because someone overslept at the house. Staff also sees a high number of absences because the child said they didn't feel like coming to school. Finally, there has been an increase in students reporting family vacations or long weekends as a reason for their absences.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 End-of-Course 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 24, 2017

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

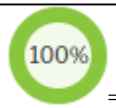
Performance Objective 1: By May of 2019, Wolfe will ensure that 85% of our students will show a year or more growth in Reading in Domain 2 and 80% in Math in Domain II. The students will score a minimum of 70% in approaches or higher in Writing.

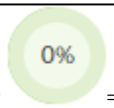
Evaluation Data Source(s) 1: DLA, CBA, Pre and Post Assessments, STAAR and reading level assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 2 CSF 4 CSF 7 1) Using proven, data driven teaching techniques including small group instructional groups and differentiated instruction in all classrooms to meet the individual needs of all students. Purchase supplies and materials for instruction.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coaches, Classroom Teachers	STAAR, AWARE, RTI and Kid Chat data will be utilized to monitor and assess student growth throughout the school year.				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 - Title I Part A - 10000.00						
2) Utilize Title I money toward a highly qualified, full time teacher who will be utilized to target students who need individualized interventions to assist student growth.	2.4, 2.5, 2.6	Principal, Assistant Principal	Students growing out of intervention groups and meeting district proficiency standards				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I Part A - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 6 3) Allow teachers to attend quality, proven professional development workshops in order to build each teacher's knowledge base to enhance the instruction in classrooms. Teachers will have resources and supplies identifying strategies to target students' needs.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coaches	Documentation from administrative walkthroughs, TTESS evaluations and student growth.				
	Problem Statements: Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 Funding Sources: 211 - Title I Part A - 11000.00, 199 - General Fund - 2500.00, 461 - Campus Activity Fund - 1900.00						

4) Utilize Title III A- Immigrant funds to supplement instruction with tutorials available to EL students who are in need.		Principal, Assistant Principal, ESL Teachers	Increase in TELPAS and STAAR scores in the EL demographic.				
	Funding Sources: 263 - Title III-A Immigrant - 1500.00, 199 - General Fund - 500.00						
5) Analyze student data in RTI and Kid Chat meetings in order to determine and assign students to different intervention groups to target student needs.		Principal, Assistant Principal, Intervention Teachers, Classroom Teachers	Increase in STAAR, End of Year assessments, and EOY report cards in struggling student demographics and populations.				
6) Wolfe will administer assessments, interpret and utilize disaggregated data in order to address student needs and implement targeted interventions.		ICs, Classroom teachers	Wolfe will ensure that 85% of our students will show a year of more growth in Reading in Domain II, 80% in Math Domain II and 70% in writing.				
Critical Success Factors CSF 1 CSF 2 7) We will purchase a variety of reading books to provide a rich literacy library for the teachers to use for guided reading instruction.	2.4, 2.5, 2.6	Administrators & Reading Instructional Coach	We should see students reading on grade level by the end of the school year according to F & P.				
	Problem Statements: Demographics 2 Funding Sources: 211 - Title I Part A - 1000.00						



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Wolfe student population has an increase of students requiring specialized programs and teaching methods/strategies. **Root Cause 2**: Number of students being identified as special education is increasing and is currently above the state recommended percentage. Wolfe students are also coming to school speaking languages other than English as a first language.
Student Achievement
Problem Statement 1: Students STAAR performance for specific sub populations are below State and Federal required percentages. **Root Cause 1**: There is a high turn over of Wolfe Teachers due to many factors including the location, high expectations, challenging diversities, and administration leadership style.
Curriculum, Instruction, and Assessment
Problem Statement 1: .The Wolfe students in 3rd, 4th and 5th grade are monitored by the current DLA and STAAR assessments and it is determined these students are not making adequate yearly growth. We currently are monitoring for safeguard criteria. **Root Cause 1**: Wolfe vertical teams determined there is a gap between teachers understanding the various TEKS trees with the skills and content from previous grade levels needing to be taught and retained prior to the current content grade level material
Student Academic Achievement
Problem Statement 1: The STAAR data indicates that we have students performing higher in the approaches category instead of meets and masters categories. **Root Cause 1**: We will need to provide additional professional development to ensure that we are growing all students .
Problem Statement 2: A comparison of STAAR Scores at the Approaches level for All students level shows that the 2018 scores dropped in all areas except science. The largest change was in writing, which decreased by 7%. **Root Cause 2**: We need to have ongoing informal and formal assessments to allow us to monitor our student's data throughout the year.

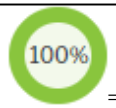
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

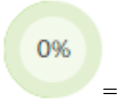
Performance Objective 2: At Wolfe will work to close gaps among all student groups, ensuring that all groups meet targets by end of the 2018-2019 school year.

Evaluation Data Source(s) 2: STAAR Data and 2019 State and accountability report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will meet quarterly to review student achievement data in aware focusing on comparing student group performance. Data will be sorted by student group and if improvement not shown the the ELT groups will be shifted to include students of specific lagging student groups.	2.4, 2.5, 2.6	Instructional Coaches and Administrators	Gaps among student groups will be closed and targets will be met.				
Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1							



= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Wolfe student population has an increase of students requiring specialized programs and teaching methods/strategies. **Root Cause 2**: Number of students being identified as special education is increasing and is currently above the state recommended percentage. Wolfe students are also coming to school speaking languages other than English as a first language.
Student Achievement
Problem Statement 1: Students STAAR performance for specific sub populations are below State and Federal required percentages. **Root Cause 1**: There is a high turn over of Wolfe Teachers due to many factors including the location, high expectations, challenging diversities, and administration leadership style.
Curriculum, Instruction, and Assessment
Problem Statement 1: .The Wolfe students in 3rd, 4th and 5th grade are monitored by the current DLA and STAAR assessments and it is determined these students are not making adequate yearly growth. We currently are monitoring for safeguard criteria. **Root Cause 1**: Wolfe vertical teams determined there is a gap between teachers understanding the various TEKS trees with the skills and content from previous grade levels needing to be taught and retained prior to the current content grade level material

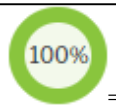
Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

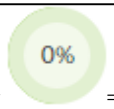
Performance Objective 1: By the end of the school year the Special Ed, Hispanic and African American students will make one years growth according to the beginning and end of the year reading assessment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 1) Teachers will use small group instruction with guided reading and guided math to ensure.	2.4, 2.5, 2.6	Principal, Grade Level Team Leaders	Students will make a year's growth with the F & P. In Domain III Closing the Gap we will see a year's growth in Special Ed, Hispanic and African American students.				
	Problem Statements: Student Achievement 1						



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students STAAR performance for specific sub populations are below State and Federal required percentages. **Root Cause 1**: There is a high turn over of Wolfe Teachers due to many factors including the location, high expectations, challenging diversities, and administration leadership style.

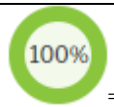
Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

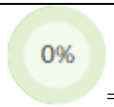
Performance Objective 1: The instructional leadership team and teachers will create meaningful formal and informal assessments to monitor student growth.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will use anecdotal notes and observations to drive instruction. Teams will create TEK aligned assessments focusing on readiness and supporting standards. Assessments will include Lead4Ward sentence stems and rigor of assessments will meet state standards.	2.4, 2.5, 2.6	Principal, Assistant principal, Instructional Coaches, Teachers	Consistent assessment across grade levels will increase student performance, student's strengths and weaknesses will be evident to target instruction				
	Problem Statements: Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1, 2 Funding Sources: 211 - Title I Part A - 0.00						



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: .The Wolfe students in 3rd, 4th and 5th grade are monitored by the current DLA and STAAR assessments and it is determined these students are not making adequate yearly growth. We currently are monitoring for safeguard criteria. **Root Cause 1**: Wolfe vertical teams determined there is a gap between teachers understanding the various TEKS trees with the skills and content from previous grade levels needing to be taught and retained prior to the current content grade level material
Student Academic Achievement
Problem Statement 1: The STAAR data indicates that we have students performing higher in the approaches category instead of meets and masters categories. **Root Cause 1**: We will need to provide additional professional development to ensure that we are growing all students .
Problem Statement 2: A comparison of STAAR Scores at the Approaches level for All students level shows that the 2018 scores dropped in all areas except science. The largest change was in writing, which decreased by 7%. **Root Cause 2**: We need to have ongoing informal and formal assessments to allow us to monitor our student's data throughout the year.

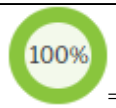
Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

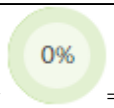
Performance Objective 1: We will increase the effective use of technology devices to enhance instruction.

Evaluation Data Source(s) 1: walk-through observations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will effectively use the Classroom Technology Designer to effectively integrate the technology available on campus .	2.4, 2.5, 2.6	Principal, Assistant Principal, Classroom Technology Designer, Instructional Coaches	Student engagement will increase				
	Problem Statements: Technology 1 Funding Sources: 211 - Title I Part A - 5000.00						



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: The technology available to not being utilized effectively. **Root Cause 1**: Teachers will have more opportunity to work with support staff to integrate technology into classroom instruction.

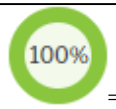
Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

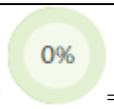
Performance Objective 1: Wolfe teachers will be empowered through leadership opportunities and professional development.

Evaluation Data Source(s) 1: Sign In Sheets, Agendas, Calendar

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Staff will meet with various teams weekly in order to discuss the events occurring on campus as well as listen to presentations by different district personnel. This will allow the staff to collaboratively participate in the decision making of the campus.		Principal, Assistant Principal	Percentage of staff members returning from the previous year will increase by 10%				
	Problem Statements: School Processes & Programs 1						
2) Instructional Coaches will meet with grade level teams at least once per week in order to ensure teachers are supported in providing quality instruction.	2.5	Principal, Assistant Principal, Instructional Coaches	Teachers will be supported when planning instruction and teacher retention will increase.				
	Problem Statements: School Processes & Programs 1						
3) New teachers to the campus will meet with the lead campus mentor as well as their individual mentor whenever they need assistance with any professional needs they may have throughout the school year.	2.5	Principal, Assistant Principal, Lead Mentor Teacher	Increase in retention of teachers and positive feedback from new teachers when administration meets with lead mentor teacher and individual new teachers.				
	Problem Statements: School Processes & Programs 1						
4) Teachers will attend professional development at the district level, Region IV and/or work with the consultants that will be hired this school year.	2.5, 2.6	Administrators and Instructional Coaches	We will see less teacher turnover this upcoming school year.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - Title I Part A - 11000.00						
5) Administrators will attend professional development to ensure they continue their educational growth.	2.5, 2.6	Administrators	Administrators will bring new ideas to school to assist with meeting the needs of our diverse learners.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I Part A - 3000.00						



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Wolfe staff sees a high turn over rate of staff yearly approximately 10%. The staff leave at various times throughout the year and the leadership team is required to set up the hiring process. **Root Cause 1**: Wolfe leadership identified several factors for teachers and staff leaving Wolfe. Leadership is most concerned with teacher burn out and frustration.
Student Academic Achievement
Problem Statement 1: The STAAR data indicates that we have students performing higher in the approaches category instead of meets and masters categories. **Root Cause 1**: We will need to provide additional professional development to ensure that we are growing all students .
School Processes & Programs
Problem Statement 1: In the last five years, there has been a high turn over of staff. **Root Cause 1**: Staff turn over was due to promotions, retirements, family changes, transfers, long commute times, and declining student population.

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.

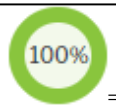
Performance Objective 1: Wolfe Staff will increase parent participation by 20% to support campus programs.

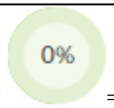
Evaluation Data Source(s) 1: Sign In Sheets, Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Wolfe Elementary will plan, organize and host a campus wide Literacy Night and a STEAM Night and book fair. These events will allow students and parents to interact with teachers and staff, as well as get a first hand look at the curriculum.	3.1, 3.2	Principal, Assistant Principal, Instructional Coaches	These strategies will result in opportunities for students and parents to actively participate and enjoy these subjects with teachers and staff, as well as gain a better understanding of the curriculum. Sign in sheets-with names of students and parents who attended will be our documentation.				
	Funding Sources: 211 - Title I Part A - 2000.00, 199 - General Fund PTA Donation - 900.00, 199 - General Fund - 300.00						
2) Principal will host quarterly meetings with parents, teachers, administrators, community members and business partners to strategize new initiatives to involve more parent participation and better support our school community.	3.1, 3.2	Principal	One expected result is increased parent participation and better support our school community. Parent sign in sheets and a parent survey / feedback will allow the campus to see if the initiatives are bringing in more parents to the meetings/activities as well as meeting their needs.				
	Funding Sources: 199 - General Fund - 100.00						
3) Teachers will provide parents and students with the Parent, Student, Teacher Compact at parent conferences and the website, so all community members know their role in students' educational learning.	3.1, 3.2	Classroom Teachers, Principal, Title I Coordinator	Better communication will be established between home and school. Homeroom teachers will keep a running record in the classroom of all of the parents and students who have signed the compact.				
4) Wolfe Elementary will host a financial literacy class, put on by a local business partner, after school hours available to the parents of students to come and learn about financial literacy in the home.	3.2	Principal, Counselor	Critical knowledge for parents regarding financial stability for their basic needs, goal setting for their future and financial planning for higher learning for their children. A sign in sheet for parents to sign when they attend the class will be used for documentation.				
	Funding Sources: 211 - Title I Part A - 75.00						

5) Wolfe will host an annual Kindergarten RoundUp in the Spring inviting all incoming kindergarten students and their families to help them orient families with Wolfe Elementary and prepare for success as a kindergarten.	3.2	Kindergarten teachers Administration Academic Support	This strategy will result in a smoother transition for the children and answer any questions or concerns of parents. Sign-In sheets and actual enrollment will be our documentation.				
	Funding Sources: 211 - Title I Part A - 200.00, 199 - General Fund - 100.00						
6) Wolfe Kindergarten teachers will screen incoming kindergarten students before the school year starts to obtain students knowledge regarding skills students demonstrate prior to entering school.	2.6, 3.2	Kindergarten Teachers, ESL Teachers, Academic Support	Screening data will assist teachers to meet the needs of the students from the onset to give the students a positive initial school experience. Also it will enhance the student's chance for success and help them to have a positive attitude towards school.				
	Funding Sources: 199 - General Fund - 600.00						
7) Wolfe Elementary will host Meet the Teacher Night, Open House/Curriculum Night to orient parent's to their child's teacher's expectations and the grade level curriculum.	3.1, 3.2	Principal, classroom teachers	Parents will be introduced to curriculum, expectations and to ways to enhance communication for all.				
8) Wolfe Elementary will host Spirit Nights to create camaraderie and develop a sense of community between parents, students and staff.	3.2	Principal, PIE Coordinators	This strategy will give us the opportunity to build relationships, develop a stronger sense of community and support some of the businesses that support our school.				
9) 11. Wolfe Specials Teachers will organize and host a variety of parental involvement opportunities including music/choir performances, a talent show, Family Fun Runs, Family Folk Dance and Fitness night, February Fine Fest on evenings, weekends and during the day.	3.1, 3.2	Principal, Specials teachers	Parents will feel involved as a participant in their child's education.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I Part A - 1509.00						



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Family turnout at after school events is low. **Root Cause 1**: Events are difficult for parents to attend based on work schedules and the commute in our large attendance zone.

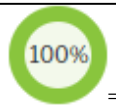
Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

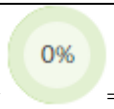
Performance Objective 2: Wolfe will increase the number of volunteers by 20% to support campus programs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Timely communication to give volunteers advanced notice when opportunities are available. Clearly advertise opportunities for parent involvement.		Principal, Title 1 Coordinator, PTO President, VIPS coordinator	Parental volunteer participation will increase				
	Problem Statements: Parent and Community Engagement 2						



= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 2: There is a lack of consistent parent volunteers. **Root Cause 2**: Family situations such as language barriers, dual working parents, and our large attendance zone.

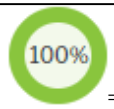
Goal 7: Katy ISD will actively support the emotional well-being of all learners.

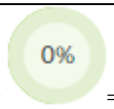
Performance Objective 1: Wolfe ES will continue to foster a positive learning environment through the utilization of PBIS

Evaluation Data Source(s) 1: Sign In Sheets, Referral data, Handouts, Staff Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide teachers and staff with quality professional development in PBIS & CHAMPS models to provide teachers with strategies to manage student behavior.		Principal, Assistant Principal, Campus PBIS Team Members	Students will feel safe and secure while within the walls of Wolfe ES. There will also be a decrease in student office referrals.				
Common expectations will be set throughout the school as well as in the individual teachers' classrooms in order for the students to know and achieve the positive goals. STARBucks will be given to students who exhibit the campus wide STAR expectations. The students will then be able to exchange these STARBucks for special privileges.	Funding Sources: 199 - General Fund - 1500.00, 865 - Principal Activity - 1000.00						



= Accomplished = Continue/Modify 

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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Using proven, data driven teaching techniques including small group instructional groups and differentiated instruction in all classrooms to meet the individual needs of all students. Purchase supplies and materials for instruction.
2	1	1	Teachers will use small group instruction with guided reading and guided math to ensure.

State Compensatory

Personnel for Wolfe Elementary:

Name	Position	Program	FTE
Amy Morris	Dyslexia Teacher		
Beth Morrow	ESL Teacher		
Christine Storms	Intervention Teacher		
John Storms	Intervention Teacher/Facilitator		
Mariela Odon de Rodriguez	ESL Paraprofessional	ESL	
Susie Costello	ESL Teacher		
Vivian Muldune	Title I Teacher	Title I	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Throughout the school year, the Admin Team, Team Leaders, Academic Support Teachers and Title I teacher reviews campus data, including all forms of STAAR, TELPAS, I-Station, Fountas and Pinnell, SMI and FASTT Math as well as student grades on Report Cards, behavior data, attendance of students and staff, and attendance of parents at night time events. The data is analyzed and a draft of performance objectives is made addressing district goals.

The CAT members are invited to see the CNA draft copy and encouraged to ask questions and provide suggestions and feedback regarding its contents.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

A nomination was made soliciting volunteer to serve on our Campus Advisory Team. We ensured that we had representation from the teachers, staff, administration, community members and business partners. Using the goals defined by the district our CAT members identified strategies for meeting the performance objectives defined in our Campus Improvement Plan.

Each member will be given directions on where to find our Campus Improvement Plan and how to access it.

2.2: Regular monitoring and revision

The Campus Advisory Team will meet___times throughout the school year. We will collect surveys and formative data noting progress or modifications that may be needed towards meeting each performance objective. Administrators will complete formative reviews of all strategies on a quarterly basis and a summative review each June. All summatives will be recorded online in our Title I Crate.

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

The Campus Improvement Plan will be available electronically to all stakeholders via campus website. In addition a hard copy will be in the front office for the parents and community members to view and/or request a copy. Our Campus Improvement Plan is currently only available in English; however, should a parent require the CIP in a language other than English, an appointment may be made with the campus principal and an interpreter will be secured.

2.4: Opportunities for all children to meet State standards

All students at Wolfe Elementary are placed in a classroom with certified teachers. High quality instruction is provided with few interruptions. Daily

intervention time is built into the master schedule in an effort to meet all the needs of our students. Students struggling academically are provided academic support by a member of our Instructional Support Team or a grade level teacher and after school tutoring is offered to all students not meeting standards.

2.5: Increased learning time and well-rounded education

Our master schedule is designed to maximize uninterrupted learning time for all students in all grade levels. We offer ELT time for each grade level on a daily basis so that students who are struggling or have mastered the curriculum receive appropriately leveled instruction. We utilize PBIS campus-wide, helping students further develop appropriate social skills. Character education is provided through Core Essentials from our counselor and she also provides guidance lessons throughout the school year.

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

At risk students' needs are met in a variety of ways. Any student who is failing a state test or failing a subject is immediately placed in Response to Intervention (RTI). A collaborative team meets every six weeks to review students data and to determine where they may be best served. Academic support teachers (state and federally funded) provide daily intervention in 45 minute slots for both Math and Reading during Extended Learning Time (ELT).

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is reviewed and revised on an annual basis during our CAT meeting in the spring. This year we will be distributing a new format during our Open House/ Title I Orientation Night. The policy is available electronically via our school website and hard copies will be available in the front office should parents request for one.

3.2: Offer flexible number of parent involvement meetings

Wolfe Elementary offers a minimum of two Title I Family Involvement events per school year (one per semester). These meeting will be advertised on our marquee, campus newsletter and website. All parents are invited for parent/teacher conference before school, during planning or after school. Various parental involvement events such as: musical performances, PTO meetings, Watch Dog for Dads, and field day are held during different times of the day throughout the school year.

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Vivian Muldune	Teacher	Title I	1

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Anna Hinojosa	Principal
Administrator	Michael Schwartz	Assistant Principal
IC	Marisa Guzman	Math/Science IC
IC	Cheryl Maddox	Reading IC
Paraprofessional	Janet Caboche	Paraprofessional
Classroom Teacher	Jill Lawson	Classroom Teacher
Classroom Teacher	Emma Brack	Classroom Teacher
Classroom Teacher	Jennifer Rundio	Classroom Teacher
Classroom Teacher	Alexandra Turner	Classroom Teacher
Classroom Teacher	Brittany Schamerhorn	Classroom Teacher
Classroom Teacher	Renee Glasscock	Classroom Teacher
Classroom Teacher	Patricia Green	SPED Teacher
Classroom Teacher	Sondra Norwood	Classroom Teacher
Parent	Monica Perez	Parent
Parent	Erica Mallory	Parent
Parent	Rebecca River	Parent
Parent	Lacy Momeni	Parent
Counselor	Sharon Takahashi	Counselor
AST-Reading	Christine Storms	AST-Reading
ESL	Rachel Morrow	ESL Teacher
Title I Coordinator/AST Teacher-Reading/Math	Vivian Muldune	Title I Coordinator/AST Teacher-Reading/Math
District-level Professional	Rami Tulp	District Representative

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Registration, Travel Cost		$2,500.00
1	1	4			$500.00
6	1	1			$300.00
6	1	2			$100.00
6	1	5			$100.00
6	1	6	Assessment Materials		$600.00
7	1	1	Print Shop, Incentives, Professional Development		$1,500.00
				Sub-Total	$5,600.00

199 - General Fund PTA Donation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1			$900.00
				Sub-Total	$900.00

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional supplies and materials		$10,000.00
1	1	2	Title I Teacher FTE		$0.00
1	1	3	Registration, Travel Cost		$11,000.00
1	1	7	Purchase literacy books for the library		$1,000.00
3	1	1	Assessment Materials		$0.00
4	1	1	Purchase electronic programs for students		$5,000.00
5	1	4	Professional development and consultants		$11,000.00
5	1	5	Professional development for administrators		$3,000.00
6	1	1	Family night materials		$2,000.00
6	1	4	Parental involvement materials		$75.00

6	1	5	Handouts, Snacks		$200.00
6	1	9	To help increase parental involvement		$1,509.00
				Sub-Total	$44,784.00
263 - Title III-A Immigrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$1,500.00
				Sub-Total	$1,500.00
461 - Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Registration, Travel, Cost		$1,900.00
				Sub-Total	$1,900.00
865 - Principal Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1	Print Shop, Incentives, Training		$1,000.00
				Sub-Total	$1,000.00
				Grand Total	$55,684.00

Addendums

TEXAS EDUCATION AGENCY
2017 Accountability Summary
MAURICE L WOLFE EL (101914101) - KATY ISD

Accountability Rating

Met Standard

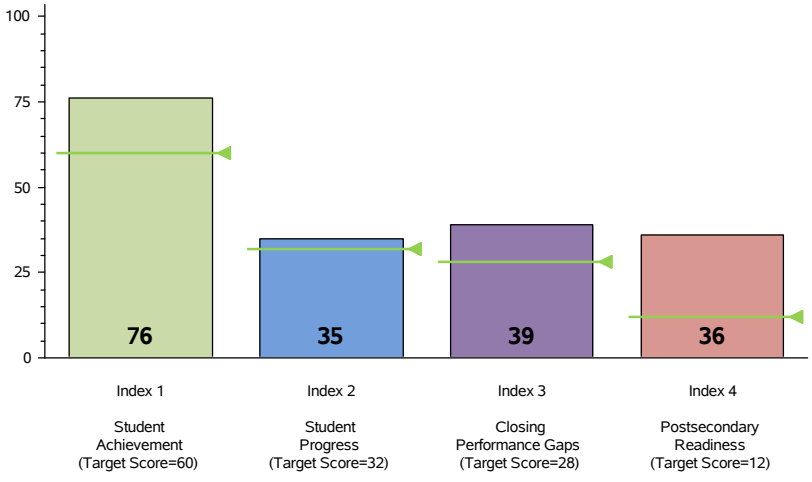
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	386	510	76
2 - Student Progress	347	1,000	35
3 - Closing Performance Gaps	630	1,600	39
4 - Postsecondary Readiness			
STAAR Score	36.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		36

Campus Demographics

Campus Type	Elementary
Campus Size	418 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	55.0
Percent English Language Learners	25.8
Mobility Rate	19.4
Percent Served by Special Education	10.3
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

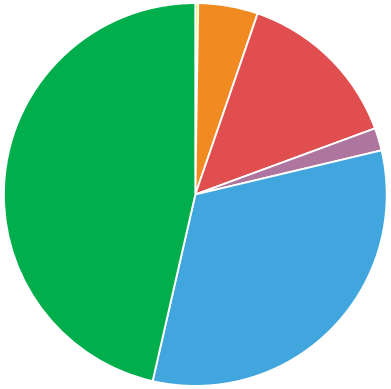
Number and Percentage of Indicators Met

Performance Rates	13 out of 16 = 81%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	**27 out of 30 = 90%**

For further information about this report, please see the Performance Reporting website at https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html

101 - Wolfe Elementary

Student Profile



Race/Ethnicity	#	%
White	135	32.30%
Hispanic	194	46.41%
Asian	21	5.02%
Black/African American	59	14.11%
Two or More Races	8	1.91%
Am Indian/Alaskan Native	1	0.24%

Student Statistics

Total Enrollment	418
At-Risk	57.18%
Low Income	55.26%
Limited English Proficient	25.84%
Special Education	10.29%
Career Technology Educat..	0.00%
Bilingual	0.00%
ESL	24.40%
Gifted/Talented	4.78%
Title I	100.00%
Attendance Rate	95.80%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.

TEXAS EDUCATION AGENCY
2017 Accountability Summary
MAURICE L WOLFE EL (101914101) - KATY ISD

Accountability Rating

Met Standard

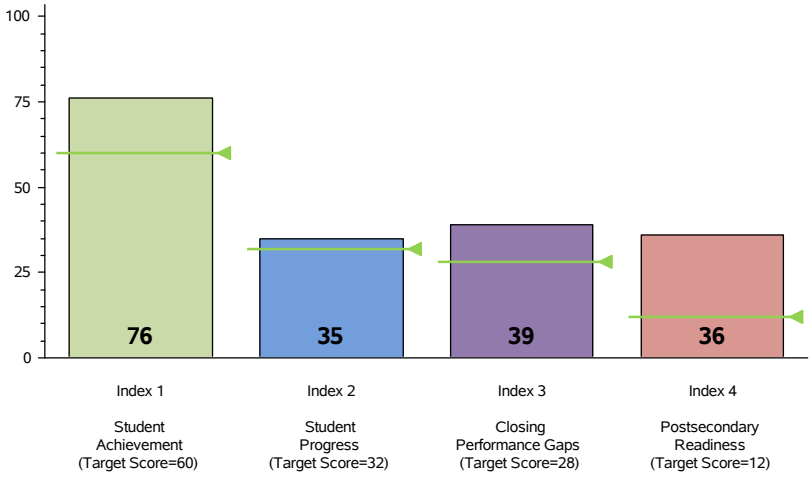
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	386	510	76
2 - Student Progress	347	1,000	35
3 - Closing Performance Gaps	630	1,600	39
4 - Postsecondary Readiness			
STAAR Score	36.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		36

Campus Demographics

Campus Type	Elementary
Campus Size	418 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	55.0
Percent English Language Learners	25.8
Mobility Rate	19.4
Percent Served by Special Education	10.3
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

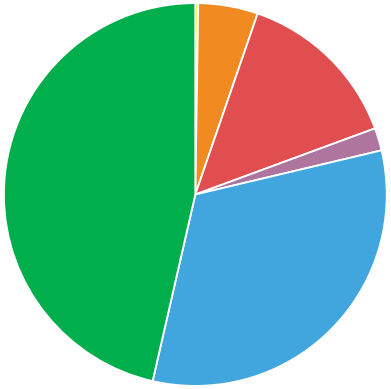
Number and Percentage of Indicators Met

Performance Rates	13 out of 16 = 81%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	**27 out of 30 = 90%**

For further information about this report, please see the Performance Reporting website at https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html

101 - Wolfe Elementary

Student Profile



Race/Ethnicity	#	%
White	135	32.30%
Hispanic	194	46.41%
Asian	21	5.02%
Black/African American	59	14.11%
Two or More Races	8	1.91%
Am Indian/Alaskan Native	1	0.24%

Student Statistics

Total Enrollment	418
At-Risk	57.18%
Low Income	55.26%
Limited English Proficient	25.84%
Special Education	10.29%
Career Technology Educat..	0.00%
Bilingual	0.00%
ESL	24.40%
Gifted/Talented	4.78%
Title I	100.00%
Attendance Rate	95.80%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.