Katy Independent School District
Wolman Elementary
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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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Demographics

Demographics Summary

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 1043 students for the 2020/2021 school year. RJWE percentages for student groups are White (68%), Hispanic (14%), Asian (10%), Two or more races (3%), and Black or African American (5%). The attendance rate for 2018-2019 is 97%. The attendance rate for 2019-2020 is unknown due to Covid-19. Wolman Elementary's student groups include 6% English Language Learners (ELLs), 6% Gifted and Talented, and 18% Special Education. Additionally, 7% are economically disadvantaged, and 32% 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. Students at Wolman Elementary are very accepting of new students.
4. Our campus mentoring and support process to support teachers is helpful and effective.

Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Across grades 3-5, Special Education students have 2019 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 2019 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 2019 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 Learning

Student Learning 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)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2019 STAAR Scores</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>All Students</td>
</tr>
<tr>
<td></td>
<td>APPROACHES</td>
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<tr>
<td></td>
<td>Grade level Performance</td>
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<td>Grade level Performance</td>
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<tr>
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<td>Grade level Performance</td>
</tr>
<tr>
<td>3rd Math</td>
<td>96 % (-1)</td>
</tr>
<tr>
<td>4th Math</td>
<td>97 % (-2)</td>
</tr>
<tr>
<td>5th Math</td>
<td>100% (+0)</td>
</tr>
<tr>
<td>3rd Reading</td>
<td>95% (-1)</td>
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<tr>
<td>4th Reading</td>
<td>96% (-3)</td>
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<tr>
<td>5th Reading</td>
<td>99% (-1)</td>
</tr>
<tr>
<td>4th Writing</td>
<td>95% (-1)</td>
</tr>
<tr>
<td>5th Science</td>
<td>96 % (-4)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>All Grade Levels</th>
<th>2017</th>
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<tbody>
<tr>
<td>Math</td>
<td>97%</td>
<td>99%</td>
<td>98%</td>
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<tr>
<td>Reading</td>
<td>94%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>Writing</td>
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<td>96%</td>
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</tr>
<tr>
<td>Science</td>
<td>98%</td>
<td>100%</td>
<td>96%</td>
</tr>
</tbody>
</table>

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.
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.

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.
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 compared all students.

• 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 Learning 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:

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.

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 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.

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, the Special Education subpopulation scored 6% higher in the MASTERS category from 2018 to 2019

• On 5th-grade STAAR Math, the Economically Disadvantaged subpopulation scored 58% higher in the MASTERS category from 2018 to 2019

• 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 Learning Needs
Problem Statement 1: Problem Statement 1: Across grades 3-5, Special Education students have 2019 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 2019 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 5: Student scores 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.

Problem Statement 4: Through House Bill 3, Katy ISD Assessment Department has set a goal for Wolman Elementary white 3rd grade students to increase reading and math STAAR scores by 5% from the 2019 STAAR scores. Root Cause: While Wolman Elementary 3rd grade students are above state standards in reading and math, a high standard is set for continued growth.
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 will receive a personal check-in to ensure students are adjusting well. To support all of our students, the school counselor makes regular classroom visits to teach skills that promote academic and social success. The Character Strong Projection was incorporated this school year. Additionally, small group and individual counseling is provided as needed to meet student needs. To promote student safety, we utilize backpack dismissal tags including severe weather transportation. School access is monitored by our front office staff utilizing an intercom for entry system as well as Raptor check-in for visitors once allowed into the front doors. Emergency drills are practiced on a regular basis and teachers receive safety training and carry go bags daily. Our staff is well versed in Capturing Kids Hearts strategies and practice greeting at doors, sharing "good news", and creating social contracts in classrooms. Community circles are widely practiced in classrooms to help classmates learn more about one another and build strong bonds.

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

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

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

School Processes & Programs Strengths

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

Furthermore, Wolman Elementary has a population of hardworking, high-achieving students. The campus has many different student achievement strengths. In 2019, 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 2019 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. 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 ninth 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 year's 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 nine 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 year's growth for every child being the number one focus. Our parents and community, through strong relationship building over the years, are supporters of our teachers and staff; understanding the importance of supporting student learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to build classroom communities that foster the whole child. Growth, communication, and peer relationships all flourish when students feel part of a community of learners. Root Cause: Wolman Elementary students have been learning remotely and have been disassociated with peers due to Covid-19.
Priority Problem Statements

**Problem Statement 1**: There is a need to build classroom communities that foster the whole child. Growth, communication, and peer relationships all flourish when students feel part of a community of learners.

**Root Cause 1**: Wolman Elementary students have been learning remotely and have been disassociated with peers due to Covid-19.

**Problem Statement 1 Areas**: Perceptions
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus 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
- 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) and TELPAS Alternate 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
- 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)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

**Student Data: Student Groups**

Wolman Elementary
Generated by Plan4Learning.com

Campus #101-914-134
November 6, 2020 9:57 AM
• Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
• Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
• Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
• Special education/non-special education population including discipline, progress and participation data
## Goals

Revised/Approved: September 24, 2020

**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.

- **Targeted or ESF High Priority**
- **HB3 Goal**
- **Evaluation Data Sources:** 2021 STAAR scores
- **Summative Evaluation:** None

### Strategy 1: 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 through the dashboard.

   - **Strategy's Expected Result/Impact:** Increase in math DLAs, CBAs, and fluency scores. STAAR scores
   - **Staff Responsible for Monitoring:** Math Instructional Coach; Classroom Teachers
   - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - [Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy](#)

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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<tr>
<td>Oct</td>
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### Strategy 2: 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.

   - **Strategy's Expected Result/Impact:** Increase in DLAs and CBAs scores STAAR scores
   - **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers
   - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - [Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy](#)

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<tr>
<td>June</td>
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</tbody>
</table>
**Strategy 3:** 3) Refine Lucy Caukins' 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.

**Strategy's Expected Result/Impact:**
- Increased end of year Fountas and Pinnell levels
- Increased CBA scores

**Staff Responsible for Monitoring:** Language Arts Instructional Coach
K-2 Language Arts Teachers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

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<tr>
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</table>
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.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 1. Implementation of 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: None

Strategy 1: Build a foundation of writing by 1) aligning and integrating new materials. Professional development given through trainer of trainer model by the Language Arts Instructional Coach.

Strategy's Expected Result/Impact: Increased in writing DLAs, CBAs, and STAAR scores.

Staff Responsible for Monitoring: ELA PK-5 Teachers
Instructional Coach

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

<table>
<thead>
<tr>
<th>Reviews</th>
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<td>June</td>
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</table>

0% No Progress   100% Accomplished   Continue/Modify   X Discontinue
**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** HB3 - The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Reading will increase from 76% to 77% by July 2021.

**HB3 Goal**

**Evaluation Data Sources:** None

**Summative Evaluation:** None

| Strategy 1: Recruit, support, retain teachers and principals. Build a foundation of reading skills and concepts | Reviews |
| --- | --- | --- | --- | --- |
| 2) Implement the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques | Formative | Summative |
| | Oct | Jan | Apr | June |
| **Strategy's Expected Result/Impact:** Increase in DLAs and CBAs scores STAAR scores | | | |
| **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers, Admin | | | |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** | | | |

<table>
<thead>
<tr>
<th>Strategy 2: 3) Refine Lucy Caukins' Phonics Units of Study in grades K-1 and implement in grade 2 with kits integrated in readers' and writers' workshop to help build a foundation for Grade 3.</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Formative</td>
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<tr>
<td></td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased end of year Fountas and Pinnell levels</td>
<td></td>
</tr>
<tr>
<td>Increased CBA scores</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Language Arts Instructional Coach</td>
<td></td>
</tr>
<tr>
<td>K-2 Language Arts Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Build a foundation of reading and math - <strong>ESF Levers:</strong> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <strong>Comprehensive Support Strategy</strong> - <strong>Targeted Support Strategy</strong> - <strong>Additional Targeted Support Strategy</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** HB3 - The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Math will increase from 80% to 81% by July 2021.

**HB3 Goal**

**Evaluation Data Sources:** None

**Summative Evaluation:** None

| Strategy 1: Build a foundation of reading and math, connect high school to career and college | Reviews |
| 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 through the dashboard. |
| **Strategy's Expected Result/Impact:** Increase in math DLAs, CBAs, and fluency scores. STAAR scores |
| **Staff Responsible for Monitoring:** Math Instructional Coach; Classroom Teachers |
| **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college |
| **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** |
| | Formative | Summative |
| | Oct | Jan | Apr | June |

| Strategy 2: Recruit, support, retain teachers and principals. Build a foundation of math skills and concepts |
| 2) Implement the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques |
| **Strategy's Expected Result/Impact:** Increase in DLAs and CBAs scores STAAR scores |
| **Staff Responsible for Monitoring:** Instructional Coaches  Classroom Teachers, Admin |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math |
| | Formative | Summative |
| | Oct | Jan | Apr | June |

- 0% No Progress
- 100% Accomplished
- Continue/Modify
- Discontinue
Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Increase the effectiveness of Extended Learning Time (ELT) in the master schedule by addressing the individual needs of students by specific TEKS.

Targeted or ESF High Priority

Evaluation Data Sources: Coordinated Grade Level Plans for ELT

Summative Evaluation: None

Strategy 1: Build a foundation of reading and math by prescriptively analyzing 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.

Strategy's Expected Result/Impact: Targeted student group rosters and coordinated grade level plans for Extended Learning Time. Increased Performance on both the Meet Grade Level Standard and the Masters Grade Level Standard.

Staff Responsible for Monitoring: Instructional Coaches; Classroom Teachers
Academic Support Teachers
ESOL Teachers
Administrative Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6
Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Increase volunteer participation and attendance at parent/community events by 3%.

**Evaluation Data Sources:** Volunteer Hours Recorded
Parent and Community Attendance

**Summative Evaluation:** None

| Strategy 1: Promote parent and volunteer participation through Canvas, PTA website and grade level parent orientations. | Reviews |
| --- | --- | --- |
| **Strategy's Expected Result/Impact:** By June 2020, increase parent participation in collaborating with school. | Formative | Summative |
| **Staff Responsible for Monitoring:** Administrative team and classroom teachers | Oct | Jan | Apr | June |
| **ESF Levers:** Lever 3: Positive School Culture | 10% | | | |

0% No Progress 50% Accomplished → Continue/Modify ✗ Discontinue
**Goal 3:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 2:** Increase and strengthen family engagement by utilizing the online ReadyRosie program in grades Pre-K - 2nd to enhance and support language instruction as families of English learners grow outside of school.

**HB3 Goal**

**Evaluation Data Sources:** increased parent involvement and engagement for families of English learners

**online tools from ReadyRosie**

**Summative Evaluation:** None

| Strategy 1: ReadyRosie virtual professional development will be provided for ESL ISSTs so they are able to utilize the resource to support families and reinforce what students are learning in the classroom. | Reviews |
| --- | --- | --- | --- |
| Strategy's Expected Result/Impact: increased family engagement that facilitates a partnership between home and school using online tools | Formative | Summative |
| Staff Responsible for Monitoring: ESL ISST, campus administrators, Instructional Coaches | Oct | Jan | Apr | June |
| Strategy 2: Ensure families of English learners have the opportunity to access to the ReadyRosie online program by distributing flyers from Printshop and digitally in our Campus e-News. | Reviews |
| Strategy's Expected Result/Impact: increased family engagement of families of English learners | Formative | Summative |
| Staff Responsible for Monitoring: ESL ISST, campus administrator, and instructional coaches | Oct | Jan | Apr | June |

[Table showing progress]
**Goal 4:** 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 Sources:** AWARE, CBA, and student data, grade level content PLCs, Lesson Plans
- **Summative Evaluation:** None

<table>
<thead>
<tr>
<th>Strategy 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Improved classroom instruction and student growth. Increase CBA scores.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Instructional Coaches and Grade Level Content Teachers</td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Build a foundation of reading and math - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
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<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
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<tr>
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<tr>
<td>30%</td>
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<table>
<thead>
<tr>
<th>Strategy 2: Grade 2-5 Science common based assessments (CBAs) should contain 50% visual stimuli.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase in rigor of Science common based assessments (CBAs)</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Science Instructional Coach and Grade 2-5 Science Teachers</td>
</tr>
<tr>
<td><strong>ESF Levers:</strong> Lever 5: Effective Instruction</td>
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<th>Reviews</th>
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<th>Summative</th>
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<td>Oct</td>
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- 0% No Progress
- 60% Accomplished
- Continue/Modify
- 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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Observations and data submitted to district OEM sharepoint

**Summative Evaluation:** None

<table>
<thead>
<tr>
<th>Strategy 1: Conduct safety drills</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Improved knowledge and implementation of safety/security procedures.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Assistant Principal</td>
<td>Oct</td>
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<tr>
<td>Principal</td>
<td>5%</td>
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<tr>
<td>Safety Liaison</td>
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<tr>
<td>Emergency Management Coordinator</td>
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<td>Campus Safety Team</td>
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<table>
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<tr>
<th>Strategy 2: Perform successfully with district security audit.</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Security Audit passed and recommendations implemented.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Emergency Management Coordinator</td>
<td>Oct</td>
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<tr>
<td>Safety Liaison</td>
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<td>Administrative Team</td>
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<td>Campus Safety Team</td>
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<td>Teachers</td>
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</table>

0% No Progress 100% Accomplished → Continue/Modify ✗ 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 Sources:** Observation of Community Circles in classrooms and teacher report of off-task behaviors in Kid Chats.

**Summative Evaluation:** None

<table>
<thead>
<tr>
<th>Strategy 1: Continue and enhance Community Circles in every homeroom during designated daily time.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 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.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Classroom teachers, counselor</td>
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<tr>
<td><strong>ESF Levers:</strong> Lever 3: Positive School Culture</td>
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<tr>
<th>Reviews</th>
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- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: Wolman will implement the new Character Strong/Purposefull People Program.

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

**Summative Evaluation:** None

| Strategy 1: Purposefull People traits will be taught by classroom teachers and counselor throughout the school year. | Reviews |
| --- | --- | --- |
| **Strategy's Expected Result/Impact:** reduce bullying as a campus, increase desired character traits of kindness and respect | **Formative** | **Summative** |
| **Staff Responsible for Monitoring:** teachers and counselor | Oct | Jan | Apr | June |
| **ESF Levers:** Lever 3: Positive School Culture | 20% |  |

| Strategy 2: Trauma Informed practices will be implemented in the classroom throughout the school year. | Reviews |
| --- | --- | --- |
| **Strategy's Expected Result/Impact:** As a mandate from Senate Bill 11, all teachers will receive professional development (9/6/2020) and will incorporate trauma informed practices and strategies into classrooms. Students who have experienced a trauma will receive best practices to deescalate behaviors and provide a safe space at school. | **Formative** | **Summative** |
| **Staff Responsible for Monitoring:** Teachers, Counselor, Admin Team | Oct | Jan | Apr | June |
| **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture | 0% | 0% | 0% |  |

0% No Progress 100% Accomplished Continue/Modify Discontinue
**Goal 6:** Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 1:** Increase the utilization of technology within student learning by 100% of content area teachers.

**Evaluation Data Sources:** Lesson plans and PLCs  
**Summative Evaluation:** None

<table>
<thead>
<tr>
<th>Strategy 1: Utilize Canvas, SMART Boards and iPads with an emphasis on student engagement. Training conducted by classroom technology designer.</th>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased accessibility of technology for students. Increased opportunities for interactive lessons.</td>
<td>Oct</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Classroom Technology Designer, Classroom Teachers, and Instructional Coaches</td>
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<tr>
<td><strong>ESF Levers:</strong> Lever 5: Effective Instruction</td>
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<thead>
<tr>
<th>Strategy 2: Receive professional development on utilizing Nearpod and other applications during instruction for student interactive lessons.</th>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased opportunities for student engagement and personalized learning</td>
<td>Oct</td>
<td>Jan</td>
<td>Apr</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Classroom Technology Designer, Classroom Teachers and Instructional Coaches.</td>
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<tr>
<td><strong>ESF Levers:</strong> Lever 4: High-Quality Curriculum</td>
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<th>Continue/Modify</th>
<th>Discontinue</th>
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## State Compensatory

### Personnel for Wolman Elementary

<table>
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<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Amanda Jon Hill</td>
<td>Teacher</td>
<td>Academic Support</td>
<td>1</td>
</tr>
<tr>
<td>Karen Byrd</td>
<td>Teacher</td>
<td>Academic Support</td>
<td>1</td>
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## 2020-2021 Campus Advisory Council

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Kelly Ricks</td>
<td>Principal</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Sarah Russell</td>
<td>Instructional Coordinator</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Jana Knight</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Tasneem Aboutsteit</td>
<td>Teacher</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Amanda Jon Hill</td>
<td>Teacher</td>
</tr>
<tr>
<td>Community Representative</td>
<td>Jamie Wolman</td>
<td>Community Representative</td>
</tr>
<tr>
<td>PTA President</td>
<td>Sheila Adams</td>
<td>Parent/PTA President</td>
</tr>
<tr>
<td>District-level Professional</td>
<td>Damon Archer</td>
<td>District-level Professional</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Lisa Langford</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Parent</td>
<td>Marlene Shook</td>
<td>Parent</td>
</tr>
<tr>
<td>Parent</td>
<td>Understanding Aikulola</td>
<td>Parent</td>
</tr>
<tr>
<td>Parent</td>
<td>Khalid Alrashed</td>
<td>Parent</td>
</tr>
<tr>
<td>Business Representative</td>
<td>Wes DeNeve</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Parent</td>
<td>Stephanie McDaniel</td>
<td>Parent</td>
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</table>
The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Math will increase from 80% to 87% by July 2024.

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>78%</td>
<td>80%</td>
<td>81%</td>
<td>83%</td>
<td>85%</td>
<td>87%</td>
<td></td>
</tr>
</tbody>
</table>

The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Reading will increase from 76% to 83% by July 2024.

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>69%</td>
<td>76%</td>
<td>77%</td>
<td>79%</td>
<td>81%</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>