Katy Independent School District

Wolfe Elementary

2020-2021 Campus Improvement Plan
Mission Statement

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

Vision

We empower, encourage, and prepare our students to share a positive legacy.
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Revised/Approved: June 10, 2020

Demographics

Wolfe Elementary is located the farthest East of Katy ISD, but very close to the Energy Corridor. Wolfe Elementary was renovated in 2012 and is unique in that it is the smallest elementary school in Katy ISD. In May of 2019, there were 336 students enrolled Kinder through 5th grade. Most of the students are Hispanic at about 44%. White students make up approximately 27% while African American make up approximately 23%. The remainder of the population is made up of Asian which is approximately 4%. The at-risk population is approximately 47%. The special education population is at 18%. The gifted and talented population is at 8.6% and 22% of the population is ESL. The economically disadvantaged population is 57%.

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>454</td>
<td>434</td>
<td>429</td>
<td>346</td>
<td>336</td>
</tr>
<tr>
<td>Hispanic</td>
<td>217</td>
<td>218</td>
<td>202</td>
<td>157</td>
<td>146</td>
</tr>
<tr>
<td>White</td>
<td>151</td>
<td>133</td>
<td>133</td>
<td>102</td>
<td>91</td>
</tr>
<tr>
<td>African American</td>
<td>43</td>
<td>50</td>
<td>61</td>
<td>61</td>
<td>77</td>
</tr>
<tr>
<td>Asian</td>
<td>27</td>
<td>21</td>
<td>21</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>15</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>241</td>
<td>250</td>
<td>269</td>
<td>222</td>
<td>192</td>
</tr>
<tr>
<td>Special Education</td>
<td>48</td>
<td>41</td>
<td>56</td>
<td>51</td>
<td>61</td>
</tr>
<tr>
<td>At-Risk</td>
<td>270</td>
<td>240</td>
<td>237</td>
<td>209</td>
<td>178</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>27</td>
<td>25</td>
<td>16</td>
<td>26</td>
<td>29</td>
</tr>
</tbody>
</table>
Wolfe Elementary


Mobility Rate  20%  11%  19%  23%  28%

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

At Wolfe Elementary we created some new incentives for our staff this school year. This past school year we created monthly perfect attendance certificates for the staff, and recognition board to highlight all the wonderful things the staff did throughout the school year. We had mentor teachers who mentored the new teachers we had on staff this past school year. These mentors had meetings in which they would check on the progress of their new mentor and assist them with lesson planning and/or provide additional training they needed.

We are very thankful for the support of many partners and community volunteers. We had an increase in the number of volunteers from the 2017/2018 school year of 85 to 2018/2019 school year we had 130 volunteers. Our volunteers did an amazing job with the mentoring program, junior achievement, watch dogs, field day, ginger bread week, carnival, updating the literacy library and other projects within the school.

Parents who completed a survey believe that they are informed about opportunities for parent and community engagement at their child's school.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

### Student Learning Summary

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approaches</td>
<td>Meets</td>
<td>Masters</td>
<td>Average</td>
<td>Approaches</td>
</tr>
<tr>
<td>3rd Reading</td>
<td>65%</td>
<td>30%</td>
<td>16%</td>
<td>37%</td>
<td>85%</td>
</tr>
<tr>
<td>3rd Math</td>
<td>71%</td>
<td>35%</td>
<td>12%</td>
<td>39%</td>
<td>83%</td>
</tr>
<tr>
<td>4th Reading</td>
<td>58%</td>
<td>34%</td>
<td>13%</td>
<td>35%</td>
<td>71%</td>
</tr>
<tr>
<td>4th Math</td>
<td>51%</td>
<td>21%</td>
<td>8%</td>
<td>27%</td>
<td>56%</td>
</tr>
<tr>
<td>4th Writing</td>
<td>43%</td>
<td>25%</td>
<td>6%</td>
<td>25%</td>
<td>59%</td>
</tr>
<tr>
<td>5th Reading</td>
<td>83%</td>
<td>42%</td>
<td>17%</td>
<td>47%</td>
<td>73%</td>
</tr>
<tr>
<td>5th Math</td>
<td>83%</td>
<td>36%</td>
<td>10%</td>
<td>43%</td>
<td>72%</td>
</tr>
<tr>
<td>5th Science</td>
<td>82%</td>
<td>27%</td>
<td>12%</td>
<td>40%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Student achievement for all grade levels had increased from the 2017/2018 to 2018/2019 school year except for 5th grade in Reading, Math & Science.

Comparing 2017-2018 to 2018-2019 averages, our findings are:

- 3rd Reading increased from 37% to 57% (+20%)
- 3rd Math increased from 39% to 60% (+21%)
- 4th Reading increased from 35% to 42% (+7%)
- 4th Math increased from 27% to 29% (+2%)
- 4th Writing increased from 25% to 29% (+4%)
- 5th Reading decreased from 47% to 42% (-5%)
- 5th Math decreased from 43% to 42% (-6%)
- 5th Science remained the same 40% to 40% (No change)

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicated that the students will most likely need additional support in the next grade. The Meets category indicates that students met expectations in their current grade and are prepared for the next grade. The Masters Category indicates that students exceeded expectations in their current grade and are prepared for the next grade.
Our students showed growth from 3rd to 4th and 4th to 5th in Reading this past school year.

<table>
<thead>
<tr>
<th></th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Reading</td>
<td>65%</td>
<td>30%</td>
<td>16%</td>
</tr>
<tr>
<td>4th Reading</td>
<td>71%</td>
<td>39%</td>
<td>15%</td>
</tr>
<tr>
<td>2017-18/2018-19 Comparison</td>
<td>(+6%)</td>
<td>(+9%)</td>
<td>(-1%)</td>
</tr>
<tr>
<td>4th Reading</td>
<td>58%</td>
<td>34%</td>
<td>13%</td>
</tr>
<tr>
<td>5th Reading</td>
<td>73%</td>
<td>40%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>(+15%)</td>
<td>(+6%)</td>
<td>(+2%)</td>
</tr>
</tbody>
</table>

Our students didn't show the growth in math going from 3rd to 4th grade, but our 4th grade going into 5th grade showed gains in math this past school year.

<table>
<thead>
<tr>
<th></th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Math</td>
<td>71%</td>
<td>35%</td>
<td>12%</td>
</tr>
<tr>
<td>4th Math</td>
<td>56%</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>2017-18/2018-19 Comparison</td>
<td>(-15%)</td>
<td>(-12%)</td>
<td>(-4%)</td>
</tr>
<tr>
<td>4th Math</td>
<td>51%</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>5th Math</td>
<td>72%</td>
<td>32%</td>
<td>8%</td>
</tr>
<tr>
<td>2017-18/2018-19 Comparison</td>
<td>(+21%)</td>
<td>(+11%)</td>
<td>(0%)</td>
</tr>
</tbody>
</table>

Reading Levels

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

<table>
<thead>
<tr>
<th></th>
<th>Above Grade Level</th>
<th>On Grade Level</th>
<th>Below Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder-BOY</td>
<td>6%</td>
<td>93%</td>
<td>0%</td>
</tr>
<tr>
<td>Kinder-EYO</td>
<td>47%</td>
<td>36%</td>
<td>17%</td>
</tr>
<tr>
<td>First-BOY</td>
<td>35%</td>
<td>22%</td>
<td>42%</td>
</tr>
<tr>
<td>First-EYO</td>
<td>54%</td>
<td>22%</td>
<td>24%</td>
</tr>
</tbody>
</table>
### May 2019 STAAR Reading, Grade 3

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE</td>
<td>46</td>
<td>84.78%</td>
<td>47.83%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>15</td>
<td>80%</td>
<td>40%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>66.67%</td>
<td>25%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>100%</td>
<td>73.33%</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>92%</td>
<td>60%</td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>76.19%</td>
<td>33.33%</td>
</tr>
<tr>
<td>First Year of Monitoring</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>LEP</td>
<td>5</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Second Year of Monitoring</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>8</td>
<td>62.50%</td>
<td>37.50%</td>
</tr>
</tbody>
</table>

### May 2019 STAAR Reading, Grade 4

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE</td>
<td>76</td>
<td>71.05%</td>
<td>40.79%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>14</td>
<td>50%</td>
<td>21.43%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>42</td>
<td>73.81%</td>
<td>40.48%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>18</td>
<td>83.33%</td>
<td>61.11%</td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td>76.60%</td>
<td>44.68%</td>
</tr>
<tr>
<td>Male</td>
<td>29</td>
<td>62.07%</td>
<td>34.48%</td>
</tr>
<tr>
<td>First Year of Monitoring</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>LEP</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Second Year of Monitoring</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>15</td>
<td>33.33%</td>
<td>13.33%</td>
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</table>

### April 2019 STAAR Reading, Grade 5

<table>
<thead>
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<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE</td>
<td>56</td>
<td>80.36%</td>
<td>48.21%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>9</td>
<td>22.22%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>66.67%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>9</td>
<td>88.89%</td>
<td>44.44%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26</td>
<td>73.08%</td>
<td>38.46%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td>100%</td>
<td>50%</td>
</tr>
<tr>
<td>White</td>
<td>16</td>
<td>87.50%</td>
<td>68.75%</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>88.24%</td>
<td>52.94%</td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>68.18%</td>
<td>40.91%</td>
</tr>
<tr>
<td>First Year of Monitoring</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>LEP</td>
<td>12</td>
<td>41.67%</td>
<td>0%</td>
</tr>
<tr>
<td>Second Year of Monitoring</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>11</td>
<td>45.45%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### May 2019 STAAR Reading, Grade 5

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE</td>
<td>11</td>
<td>27.27%</td>
<td>0%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>7</td>
<td>28.57%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>14.29%</td>
<td>0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>28.57%</td>
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</tr>
<tr>
<td>First Year of Monitoring</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>LEP</td>
<td>6</td>
<td>33.33%</td>
<td>0%</td>
</tr>
<tr>
<td>Second Year of Monitoring</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>6</td>
<td>33.33%</td>
<td>0%</td>
</tr>
</tbody>
</table>
An analysis of scores for each student group at each grade level in Reading revealed the following:

- The evidence indicates that Special Education, African American and Hispanic are performing significantly lower than their counterparts.
- We have a high proportion of kids performing at the approaches rather than the meets and masters levels.
- Fountas & Pinnell results indicated that 25% of our 3rd graders and 50% of 4th and 5th graders were reading below grade level. The African American, Hispanic and Special Education were reading significantly lower than their counterparts.

### Math

<table>
<thead>
<tr>
<th></th>
<th>May 2019 STAAR Mathematics, Grade 3</th>
<th>May 2019 STAAR Mathematics, Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Students</td>
<td>Approaches</td>
</tr>
<tr>
<td>WE</td>
<td>46</td>
<td>83%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>20</td>
<td>70%</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>15</td>
<td>73%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>88%</td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>76%</td>
</tr>
<tr>
<td>Current LEP</td>
<td>4</td>
<td>76%</td>
</tr>
<tr>
<td>LEP (other Non-LEP)</td>
<td>42</td>
<td>86%</td>
</tr>
<tr>
<td>Second Year of Monitoring</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>5</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>April 2019 STAAR Mathematics, Grade 5</th>
<th>May 2019 STAAR Mathematics, Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Students</td>
<td>Approaches</td>
</tr>
<tr>
<td>WE</td>
<td>58</td>
<td>79%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>33</td>
<td>67%</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>9</td>
<td>67%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27</td>
<td>78%</td>
</tr>
</tbody>
</table>
### April 2019 STAAR Mathematics, Grade 5

<table>
<thead>
<tr>
<th></th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>16</td>
<td>88%</td>
<td>63%</td>
<td>38%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>83%</td>
<td>51%</td>
<td>23%</td>
<td>5</td>
<td>60%</td>
</tr>
<tr>
<td>Male</td>
<td>23</td>
<td>74%</td>
<td>39%</td>
<td>22%</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Current LEP</td>
<td>12</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Other Non LEP</td>
<td>43</td>
<td>81%</td>
<td>53%</td>
<td>28%</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Second Year of Monitoring</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>7</td>
<td>57%</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>6</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### May 2019 STAAR Mathematics, Grade 5

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>16</td>
<td>88%</td>
<td>63%</td>
<td>38%</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>83%</td>
<td>51%</td>
<td>23%</td>
<td>5</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>Male</td>
<td>23</td>
<td>74%</td>
<td>39%</td>
<td>22%</td>
<td>6</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>Current LEP</td>
<td>12</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Non LEP</td>
<td>43</td>
<td>81%</td>
<td>53%</td>
<td>28%</td>
<td>4</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Second Year of Monitoring</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>7</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>6</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- The evidence indicates that Special Education, African American and Hispanic are performing significantly lower than their counterparts.
- We have a high proportion of kids performing at the approaches rather than the meets and masters levels.
- In 4th grade we notice that we have a higher percentage of students who didn't meet state expectations.
- When analyzing the Campus Based Assessments for 3rd and 5th grade it correlated with the STAAR results.
- We notice a direct correlation with the students are not reading on grade level are performing lower on the Math STAAR test.

### Writing

<table>
<thead>
<tr>
<th>May 2018 STAAR Writing, Grade 4</th>
<th>May 2019 STAAR Writing, Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>Approaches</td>
</tr>
<tr>
<td>WE</td>
<td>53</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>33</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
</tr>
<tr>
<td>Black/African American</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
</tr>
<tr>
<td>First Year of Monitoring</td>
<td>1</td>
</tr>
<tr>
<td>Current LEP</td>
<td>8</td>
</tr>
<tr>
<td>Second Year of Monitoring</td>
<td>0</td>
</tr>
</tbody>
</table>
An analysis of scores for each student group at each grade level in Writing revealed the following:

- The data indicates that the 2018-2019 school year, we had a higher proportion of students who were at the Approaches level, but we also had a slight decrease in Meets and Masters level.
- The Hispanic population had increased in each of the areas of Approaches, Meets and Masters from 2018 STAAR to 2019 STAAR.
- The Special Education, LEP and African American had increased from 0% in Approaches and Meets, to at least a proportion of the students at the Approaches or Meets level.
- Writing is an area of continued development for all students and teachers.

<table>
<thead>
<tr>
<th>Special Ed Indicator</th>
<th>May 2018 STAAR Writing, Grade 4</th>
<th>May 2019 STAAR Writing, Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Students</td>
<td>Approaches</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>7</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>May 2018 STAAR Science, Grade 5</th>
<th>May 2019 STAAR Science, Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Students</td>
<td>Approaches</td>
</tr>
<tr>
<td>WE</td>
<td>66</td>
<td>82%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>44</td>
<td>75%</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34</td>
<td>85.29%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>18</td>
<td>94%</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>88%</td>
</tr>
<tr>
<td>Male</td>
<td>27</td>
<td>73%</td>
</tr>
<tr>
<td>First Year of Monitoring</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>LEP</td>
<td>13</td>
<td>69%</td>
</tr>
<tr>
<td>Second Year of Monitoring</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>10</td>
<td>60%</td>
</tr>
</tbody>
</table>
In 2019, our science scores decreased in Approaches and Masters, but increased in Meets.
- The White sub population is doing better in Approaches, Meets and Masters, than the other sub populations.
- Economically disadvantaged and the Special Education indicator are the two lowest performing sub populations.
- Science is an area of concern for teachers and students throughout all grade levels.

**Student Learning Strengths**

As we reviewed the overall STAAR Performance for Wolfe we noticed the following strengths: The following areas show how we improved in the percentage of students being successful in the different STAAR assessments.

**Approaches Overall:**
- Reading 13% increase from 70% to 83% from 2018-2019 Testing Year.
- Math 1% increase from 72% to 73% from 2018-2019 Testing Year.
- Writing 19% increase from 42% to 61% from 2018-2019 Testing Year.

**Meets Overall:**
- Reading 10% increase from 36% to 46% from 2018-2019 Testing Year.
- Math 10% increase from 32% to 42% from 2018-2019 Testing Year.
- Writing there was no change 23% for both 2018-2019 Testing Year.
- Science 8% increase from 27% to 35% from 2018-2019 Testing Year.

**Masters Overall:**
- Reading 7% increase from 16% to 23% from 2018-2019 Testing Year.
- Math 9% increase from 10% to 19% from 2018-2019 Testing Year.
- Writing there was no change 4% for both 2018-2019 Testing Year.
- Science 2% increase from 12% to 14% from 2018-2019 Testing Year.
Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers that have been teaching a grade level for less than two years may require additional professional development to ensure they understand the prerequisite skills necessary for a student to understand the current grade level TEKS. In addition, to understanding the grade level TEK they need to know how to scaffold the TEK from concrete to abstract for our different learners to ensure they master the grade level TEKS. **Root Cause:** The teachers need additional professional development in understanding the vertical alignment and scaffolding of the TEKS.

Problem Statement 2: The students that are reading one or two years behind grade level are having a difficult time with decoding and analyzing the academic vocabulary which is necessary for them to comprehend the grade level text. **Root Cause:** The students that are reading below grade level.

Problem Statement 3: As teachers are planning their engaging lessons, they need to ensure to vary the content based on the student needs of all their students, vary in the choice based on the student readiness, allow for choice based on the student's strengths, also allow the students an opportunity to reflect on their individual goals for their success. The more students have the ability to choose the more the student will be accountable for their individual work and growth. **Root Cause:** We have sub populations like Hispanic, African American and Special Education that are not performing as well as some of the other sub populations.
School Processes & Programs

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.

The state of Texas has us administer KEA Reading assessment in Kinder & TPRI/TEJAS in First & Second Grade to closely monitor all students reading progress consistently statewide. Some of the additional formal assessments we use are iStation, DreamBox, TELPAS, running records, campus based assessments and other informal assessments. Third through Fifth Grades participate in campus based assessments, DLAs, F&P, iStation, DreamBox, STAAR, TELPAS, and informal assessments. 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.

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

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

53% of our students here at Wolfe are classified as At-Risk. We ensure the success of the students, by making sure we maximized their learning time with large blocks of instructional time throughout the school day. We also have intervention that is provided within in the instructional day to ensure all students are given an opportunity for enrichment activities along with accelerated instruction to meet the needs of our diverse population.

22% of our students here at Wolfe are in an ESL program. We ensure the success of the students, by making sure they are receiving their services by an ESL certified teacher. If we have teachers that are not ESL certified, then we have ESL support teachers that will either do a push in or pull out program based in the individual needs of their students.

9% of our students here at Wolfe are in a Gifted program. The students in the Gifted program are pulled out by the Challenge teacher one day a week, in which she provides lessons that challenge the students with their thinking and learning. While, they are pulled out of their class, the other students are reviewing previously topics that had been taught.

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

**Procedures**

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

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

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

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

**Staff Recruitment and Retention**

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

**School Organization—Culture and Climate**

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

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

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

Wireless access points are installed throughout our building and a Katy ISD filter protects students from harmful sites. We have designated iPads and Chromebooks purchased with Bridging the Digital Divide, Title 1 & PTO 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. An Instructional Technologist will assist with effective tech integration into instruction
3. A variety of devices are accessible for student use such as: iPads, Chromebooks, Netbooks, Tablets, Smart TVs, etc.
4. Canvas learning platform is utilized in the intermediate classrooms

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers that have been teaching a grade level for less than two years may require additional professional development to ensure they understand the prerequisite skills necessary for a student to understand the current grade level TEKS. In addition, to understanding the grade level TEK they need to know how to scaffold the TEK from concrete to abstract for our different learners to ensure they master the grade level TEKS. **Root Cause:** Staff turnover was due to promotions, retirements, family changes, transfers, long commute times, and declining student population.
Perceptions

Perceptions Summary

Staff

Survey results identified three school-wide processes needing improvement: (1) PDR-Professional Development Review (2) RTI-Response to Intervention (3) PBIS Positive Behavioral Intervention and Support.

For 2020-2021 school year here is what we have planned:

(1) PDR-Will be structured three days of the week in which grade level teachers, instructional coaches and administrators will attend. We will rotate the weeks that we have the PDR, so that one week is primary week and the other week is intermediate week. During these sessions, we will be able to provide ongoing training on the TEKS to ensure that the teachers understand the content, provide ongoing training in small group instruction and review formal and informal assessments to ensure that we are students are being successful.

(2)RTI-We will work on creating a school wide system to ensure we are meeting more consistently to discuss our students who are At-Risk. The teachers will be given an opportunity to document the different instructional strategies that have proven to be successful with their students. The system will ensure we document our Tier 2 and Tier 3 students and see the progress that they are making.

(3) PBIS-We will work on a school wide system in which in the entire school participates in PBIS. This will allow all the grade levels and school to be consistent on how we are using PBIS as a campus.

Perceptions Strengths

Staff

We have been able to support our new teachers with campus mentors that meet with them a minimum of once a week. They are also placed on an experienced team to ensure they have a successful year. We also have a reading and math instructional coach that are available to provide support to the new teacher.

The staff completed a communication survey from the district and would like more consistent communication and they enjoyed the news letter.

The professional development that was provided to the staff was based on the previous STAAR data. This past school year we worked with outside consultants to help with reading & math. Our math and reading coach worked with our teachers in reading and math to improve the first line of instruction. The district supported Wolfe in allowing us to be part of a Lead4ward cohort in which we analyzed the learning standards more closely this past school year.

Student

This past school year we had a total of 166 discipline incidences, in which 45 of them were creating a disruption/disturbance in the classroom. This is an area that we hope to see decrease next school year with the school wide PBIS in place.
Students that were struggling were able to go visit the counselor, administrator or teacher to help them cope with anything they felt was impacting their learning.

Students are able to report bullying on the tip line anonymously and an administrator will receive it and be able to investigate the matter. Students and their parents are welcome to come and talk to an administrator if they have any concerns about their safety and well being.

Students were given shout outs on morning announcements for showing evidence of good characters traits.

**Parents**

95% of the parents shared they would be contacted by someone from WE if their child has a discipline concern, behavior concern and social/emotional concern.

95% WE encourages attendance and on time arrival for school and communicated with families if there are attendance or tardy concerns.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** According to the 18-19 Parent Survey, 45% of parents not knowing how to participate in community engagement activities. **Root Cause:** Parents are not receiving consistent communication from the school on how to volunteer for the different activities throughout the school year.
Priority Problem Statements

**Problem Statement 3**: Teachers that have been teaching a grade level for less than two years may require additional professional development to ensure they understand the prerequisite skills necessary for a student to understand the current grade level TEKS. In addition, to understanding the grade level TEK they need to know how to scaffold the TEK from concrete to abstract for our different learners to ensure they master the grade level TEKS.

**Root Cause 3**: Staff turn over was due to promotions, retirements, family changes, transfers, long commute times, and declining student population.

**Problem Statement 3 Areas**: School Processes & Programs
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals

**Accountability Data**
- Accountability Distinction Designations
- Federal Report Card 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
- 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**
- STEM/STEAM data
- Dyslexia Data

**Employee Data**
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3: The percent of all third grade Wolfe Elementary students who achieve Meets and above in Math will increase from 63% to 64% by July 2021.

<table>
<thead>
<tr>
<th>Targeted or ESF High Priority</th>
<th>HB3 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Data Sources: DLA &amp; STAAR Data</td>
<td></td>
</tr>
<tr>
<td>Summative Evaluation: None</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 1:** Teachers, instructional coaches, and administrators will devise a small group instruction by September which incorporates practices and resources provided by Elementary C & I and instructional coaches. Administrators and IC's will develop a schedule for monitoring classroom and reviewing data by student groups.

- **Strategy's Expected Result/Impact:** The student should show growth in DLA's from the previous school year & performing at the Meets level or above on STAAR.
- **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Classroom Teachers
- **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - Comprehensive Support Strategy

**Strategy 2:** Wolfe will administer assessments, interpret and utilize disaggregated data in order to address all student needs and implement targeted interventions. The interventions will be provided by the Title Teacher and Academic support through ELT times or tutorials.

- **Strategy's Expected Result/Impact:** Wolfe Elementary Students will show growth in their spiral reviews from previous items that were being assessed on the CBA's.
- **Staff Responsible for Monitoring:** Administrators, ICs & Classroom teachers
- **Title I Schoolwide Elements:** 2.4, 2.6
- **Problem Statements:** School Processes & Programs 1
- **Funding Sources:** Title 1 Salary - 211 - Title I Part A - $67,228
Strategy 3: Increase the use of technology in the classroom which will allow for one to one device per student. The students will be able to increase their use of a variety of math technology applications and technological instructional tools to assist with increasing student engagement.

**Strategy's Expected Result/Impact:** The student's math scores with DreamBox and increase the student participation in Canvas courses.

**Staff Responsible for Monitoring:** Teachers, Math Instructional Coach & Administrators.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** School Processes & Programs 1

**Funding Sources:** Chromebooks, Mini I-pads & charging stations - 211 - Title I Part A - $33,032.50

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
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</thead>
<tbody>
<tr>
<td><strong>School Processes &amp; Programs</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> Teachers that have been teaching a grade level for less than two years may require additional professional development to ensure they understand the prerequisite skills necessary for a student to understand the current grade level TEKS. In addition, to understanding the grade level TEK they need to know how to scaffold the TEK from concrete to abstract for our different learners to ensure they master the grade level TEKS. <strong>Root Cause:</strong> Staff turn over was due to promotions, retirements, family changes, transfers, long commute times, and declining student population.</td>
</tr>
</tbody>
</table>
**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** HB3: The percent of all third grade Wolfe Elementary students who achieve Meets and above in Reading will increase from 48% to 49% by July 2021.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** The student should show growth in DLA's from the previous school year & performing at the Meets level or above on STAAR.

**Summative Evaluation:** None

### Strategy 1

**Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan by September which incorporates practices and resources provided by C & I.**

**Strategy's Expected Result/Impact:** It is expected to see growth in the student performance in district learning assessment from previous school year and the student performs at Meets or higher level on STAAR.

**Staff Responsible for Monitoring:** Administrators, Instructional Coach & Teacher

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** School Processes & Programs

**Funding Sources:** Guided Reading Books, Guided Reading Resources for teachers, small group materials - 211 - Title I Part A - $4,818.50

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### Strategy 2

**Teachers will keep anecdotal notes for all small group instruction and will demonstrate the use of various data, including Dream Box with student selection, formative assessment strategies, and targeted instruction.**

**Strategy's Expected Result/Impact:** The student will show growth on the Dream Box & Campus Based Assessments.

**Staff Responsible for Monitoring:** Teacher, instructional coach & administrators

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

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**Problem Statement 1:** Teachers that have been teaching a grade level for less than two years may require additional professional development to ensure they understand the prerequisite skills necessary for a student to understand the current grade level TEKS. In addition, to understanding the grade level TEK they need to know how to scaffold the TEK from concrete to abstract for our different learners to ensure they master the grade level TEKS. **Root Cause:** Staff turn over was due to promotions, retirements, family changes, transfers, long commute times, and declining student population.
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: By June of 2021, 75% of our first & second grade Wolfe Students will meet the End of Year expectations for reading comprehension on the TPRI test.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: End of year comprehension TPRI test & running records throughout the school year.

Summative Evaluation: None

Strategy 1: Teachers will administer the TPRI assessment with fidelity and show evidence of TPRI data driven instruction in lesson plans, data binders, and delivery. Performance data on each student group will be monitored by the leadership team to determine effectiveness.

Strategy's Expected Result/Impact: 75% of students are meeting the TPRI targets at BOY & MOY. 75% of the students are reading at the targeted reading levels throughout the school year.

Staff Responsible for Monitoring: Teachers, Reading IC & Administrators.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

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Strategy 2: Teachers will keep anecdotal notes (data binders) for small group instruction and will demonstrate the use of TPRI data with student selection and teaching points. Performance data on each student group will be monitored by the leadership team monthly to determine the effectiveness.

Strategy's Expected Result/Impact: The students reaching the KISD Reading level expectations according to the Fountas Pinnell levels & Meeting EOY expectations of TPRI.

Staff Responsible for Monitoring: Administrators & Reading Instructional Coach

Title I Schoolwide Elements: 2.4, 2.5, 2.6

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No Progress | Accomplished | Continue/Modify | Discontinue
Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Wolfe Elementary will increase the overall students performing in the meets category by 5% in each of the STAAR testing categories: Reading meet category will increase from 47% to 52%, Math meet category will increase from 42% to 47%, Writing meet category will increase from 24% to 29% and Science meet category will increase from 36% to 41%.

Evaluation Data Sources: DLA & CBA

Summative Evaluation: None

| Strategy 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, IQ questions and rigor of assessments will meet state standards. |
| Strategy's Expected Result/Impact: Consistent assessment across grade levels will increase student performance, student's strengths and weaknesses will be evident to target instruction |
| Staff Responsible for Monitoring: Principal, Assistant principal, Instructional Coaches, Teachers |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 |

| Strategy 2 | Students will use a wide variety of instructional materials & technology based applications to increase student engagement, but also the programs that the students will be utilizing will be based on the student's learning level. |
| Strategy's Expected Result/Impact: We can monitor the student's progress with Dream Box, Raz Kids and Lone Star Learning. |
| Staff Responsible for Monitoring: Teachers, Instructional Coaches & Administrators. |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 |
| Problem Statements: School Processes & Programs 1 |
| Funding Sources: Variety of technology apps for math, reading & science - 211 - Title I Part A - $8,000 |

| Reviews | Formative | Summative |
| Oct | Jan | Apr | June |
| Oct | Jan | Apr | June |

Performance Objective 1 Problem Statements:

**Problem Statement 1:** Teachers that have been teaching a grade level for less than two years may require additional professional development to ensure they understand the prerequisite skills necessary for a student to understand the current grade level TEKS. In addition, to understanding the grade level TEK they need to know how to scaffold the TEK from concrete to abstract for our different learners to ensure they master the grade level TEKS. Root Cause: Staff turn over was due to promotions, retirements, family changes, transfers, long commute times, and declining student population.
Goal 3: 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: Formal professional development and training catered to the needs of the faculty pertaining their specific teaching content area.

Evaluation Data Sources: Sign in sheets indicating the date that the training was provided. Follow up walk through by instructional coaches and administrators indicating evidence of the training provided. The increase in students scores of formal and informal assessments.

Summative Evaluation: None

<table>
<thead>
<tr>
<th>Strategy 1:</th>
<th>Staff will meet with for team planning and PLC (Professional Learning Communities) weekly in order to discuss upcoming units or data trends from the formal and informal assessments. The instructional coaches will be able to provide support for the teachers or allow teacher leaders to share instructional strategies with the group. This will allow the staff to collaboratively participate in the decision making of the campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Building teacher leaders within the grade levels.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal, Assistant Principal</td>
<td></td>
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<tr>
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<td>Reviews</td>
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<td>Formative</td>
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<table>
<thead>
<tr>
<th>Strategy 2:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Increase in retention of teachers and positive feedback from new teachers when administration meets with lead mentor teacher and individual new teachers.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal, Assistant Principal, Lead Mentor Teacher</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.5</td>
<td></td>
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<td>Reviews</td>
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<td>Oct</td>
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<thead>
<tr>
<th>Strategy 3:</th>
<th>Professional development will be provided by District, Campus, Region IV or Consultants to ensure that the teachers are equipped to meet the need of their students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: We will see school wide trends with instruction across the grade levels. We will see an increase of teacher leaders on the campus that are competent in subject matter to ensure student success.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Administrators and Instructional Coaches</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.5, 2.6</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: School Processes &amp; Programs 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Professional development and consultants - 211 - Title I Part A - $20,850</td>
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<td>Reviews</td>
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<thead>
<tr>
<th>Strategy 4:</th>
<th>Administrators will attend professional development to ensure they continue their educational growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Administrators will bring new ideas to school to assist with meeting the needs of our diverse learners.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Administrators</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.5, 2.6</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Professional development for administrators - 211 - Title I Part A - $3,000</td>
<td></td>
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<tr>
<td></td>
<td>Reviews</td>
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**Problem Statement 1:** Teachers that have been teaching a grade level for less than two years may require additional professional development to ensure they understand the prerequisite skills necessary for a student to understand the current grade level TEKS. In addition, to understanding the grade level TEK they need to know how to scaffold the TEK from concrete to abstract for our different learners to ensure they master the grade level TEKS. **Root Cause:** Staff turn over was due to promotions, retirements, family changes, transfers, long commute times, and declining student population.
Goal 4: 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 the opportunity for parents and other stakeholders to become more knowledgeable about Wolfe, but also assist the school in a variety of academic activities.

Evaluation Data Sources: Sign in sheets from events, increase in volunteer hours and feedback from events to promote change in future events.

Summative Evaluation: None

<table>
<thead>
<tr>
<th>Strategy 1:</th>
<th>Wolfe Elementary will plan, organize and host a campus wide events like Meet the Teacher, Open House/Curriculum Night, Literacy Night and STEAM Night. These events will allow students and parents to interact with teachers and staff, as well as provide some additional insight to curriculum that student's are expected to learn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy's Expected Result/Impact:</td>
<td>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.</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring:</td>
<td>Principal, Assistant Principal, Instructional Coaches</td>
</tr>
<tr>
<td>Title I Schoolwide Elements:</td>
<td>3.1, 3.2</td>
</tr>
<tr>
<td>Problem Statements:</td>
<td>School Processes &amp; Programs 1</td>
</tr>
<tr>
<td>Funding Sources:</td>
<td>Family night materials - 211 - Title I Part A - $1,971, - 199 - General Fund - $300</td>
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<thead>
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<thead>
<tr>
<th>Strategy 2:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy's Expected Result/Impact:</td>
<td>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.</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring:</td>
<td>Principal</td>
</tr>
<tr>
<td>Title I Schoolwide Elements:</td>
<td>3.1, 3.2</td>
</tr>
<tr>
<td>Funding Sources:</td>
<td>- 199 - General Fund - $100</td>
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<tr>
<th>Strategy 3:</th>
<th>Teachers will provide parents and students with the Parent, Student, Teacher Compact at parent conferences and as well as be available through the Title I page of school website, so all community members know their role in students' educational learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy's Expected Result/Impact:</td>
<td>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.</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring:</td>
<td>Classroom Teachers, Principal, Title I Coordinator</td>
</tr>
<tr>
<td>Title I Schoolwide Elements:</td>
<td>3.1, 3.2</td>
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</table>
**Strategy 4:** 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.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Kindergarten teachers
Administration
Academic Support

**Title I Schoolwide Elements:** 3.2

**Problem Statements:** School Processes & Programs 1

**Funding Sources:** Handouts, Snacks - 211 - Title I Part A - $200, - 199 - General Fund - $100

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**Strategy 5:** 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.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Kindergarten Teachers,
ESL Teachers,
Academic Support

**Title I Schoolwide Elements:** 2.6, 3.2

**Funding Sources:** Assessment Materials - 199 - General Fund - $600

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**Strategy 6:** Wolfe Elementary will host Spirit Nights to create camaraderie and develop a sense of community between parents, students and staff.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal, PIE Coordinators

**Title I Schoolwide Elements:** 3.2

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**Strategy 7:** Wolfe will hold 5th grade transition meetings with feeder Middle School.

**Strategy's Expected Result/Impact:** 5th graders will have a smooth transition to Middle School

**Staff Responsible for Monitoring:** Counselor
TEK from concrete to abstract for our different learners to ensure they master the grade level TEKS. **Root Cause:** Staff turn over was due to promotions, retirements, family changes, transfers, long commute times, and declining student population.
Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Wolfe ES will decrease the number of discipline referrals by 25% from 200 (2018-2019 Year) to 150 (2020-2021 Year).

Evaluation Data Sources: End of year discipline report

Summative Evaluation: None

Strategy 1: Provide teachers and staff with quality professional development in PBIS & CHAMPS models to provide teachers with strategies to manage student behavior.

Strategy's Expected Result/Impact: Students will feel safe and secure while within the walls of Wolfe ES. There will also be a decrease in student office referrals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus PBIS Team Members

Funding Sources: Print Shop, Incentives, Professional Development - 199 - General Fund - $1,500, Print Shop, Incentives, Training - 865 - Principal Activity - $1,000

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0% No Progress   100% Accomplished  Continue/Modify  Discontinue
# State Compensatory

## Personnel for Wolfe Elementary

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Carolina Arcila</td>
<td>ESL Teacher</td>
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<tr>
<td>Jasmine Zamora</td>
<td>Intervention Teacher/Facilitator</td>
<td></td>
<td></td>
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<tr>
<td>Jennifer Zigleman</td>
<td>Dyslexia Teacher</td>
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<tr>
<td>La Saundra Oliver</td>
<td>Intervention Teacher</td>
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<td></td>
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<tr>
<td>Susie Costello</td>
<td>ESL Teacher</td>
<td></td>
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<tr>
<td>Vivian Muldune</td>
<td>Title I Teacher</td>
<td>Title I</td>
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<tr>
<td>Yolanda Martinez</td>
<td>ESL Paraprofessional</td>
<td>ESL</td>
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Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Wolfe Elementary has conducted a comprehensive needs assessment that serves as a focus of our planning process and the driving force impacting the Campus Improvement Plan. While data is gathered and analyzed throughout the school year, a comprehensive effort is always made at the end of each school year. This year, administration, teachers and parents collected data and collaborated to write problem statements and identify root causes. The team was given time to reflect on the data and ask clarifying questions. The CIP was revised on June 10, 2020 and is continuously discussed and revised throughout the school year. The Campus Improvement Plan can be found in English and Spanish on the school website and front office.

Wolfe Elementary has a school wide goal to ensure that all students show growth on a variety of assessment measures.

We are committed to:

- Conducting a comprehensive needs assessment
- Identifying goals and strategies that address those goals
- Conducting an annual review of the effectiveness of the school wide plan and revising it as needed

Our campus will:

- Maintain high expectations for students and staff
- Implement best practices for curriculum and instruction
- Encourage a collaboration among staff members, and between staff and families
- Commit to continuous improvement for each and every student every year

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Wolfe Elementary Campus Advisory Team is made up of parents, staff, district personnel, community members, teachers and staff. The team collaborates and creates the Campus Improvement Plan to ensure that we are serving all the students, improving all structures that support student learning and combining all resources to achieve our goals and maximize the impact of Title I.

Campus Advisory Team:

Anna Hinojosa-Principal
Vivian Muldune-Title I Coordinator
Lidia Amaya-Secretary
Allyson Peters-Reading

Instructional Coordinator

Wolfe Elementary
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Campus #101
November 6, 2020 9:54 AM
We will:

- Clarifying the schools vision and school reform
- review program documentation to ensure instructional programs are supported by evidence that will increase student performance
- Identify data sources, gathering data and meeting consistently to ensure data is driving instruction

2.2: Regular monitoring and revision

The Campus Advisory Team will meet quarterly 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 and Instructional Coaches will complete formative reviews of all strategies on a October, January, May and a summative review each June. All summatives will be recorded online in our Title I Crate. The C.I.P was revised on August 27, 2020.

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 can be made available for the parents and community members to view and/or copy upon request. Our Campus Improvement Plan is currently available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Wolfe Elementary will implement school wide reform strategies to address the needs of all our students to meet the state's approaches, meets and masters level of student performance. The following are activities we will provide for all children.

- Instructional strategies that are supported by scientifically-based research
- Provide teachers and administrators opportunities to attend staff development to gain depth of instructional strategies in reading, math, writing and science
- Readers Workshop, Writer's Workshop, Guided Math, 5 E Model
- Examination of data to identify areas of strength and areas of need and program effectiveness

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 Extended Learning 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. Purposeful people is provided through community circles in class and lessons from our counselor 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 30 minute slots for both Math and Reading during within instructional block.

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. The Policy is distributed at the beginning of the year during Title I Orientation and is sent home in student folders. It is also available via our school website and Title I page. In addition a hard copy can be made available for the parents and community members to view and/or copy upon request. Our Campus Improvement Plan is currently available in English. The Policy was developed by the Campus Advisory Team whose names are listed in the section of Title I Schoolwide Elements. The Parent and Family Engagement Policy was revised on June 10, 2020.

3.2: Offer flexible number of parent involvement meetings

Wolfe Elementary believes that parental involvement is critical to student success. We support partnership with parents and our community by ensuring flexible meeting times and various opportunities for parents and families to volunteer.

Our programs that encourage family participation are as follows:

- Parent Teacher Conferences are offered M-F in the morning, during teachers planning time and after school as well as via email and telephone
- Watchdog Volunteer Program is offered M-F throughout the day
- Family Events such as STEAM night and Literacy night are offered in the Spring
- Field Day in Spring
- Field Trips in Spring
- PTO
- Parents and community members provide Junior Achievement Program instruction in all our classes online
- Coffee with the Principal.
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Vivian Muldune</td>
<td>Reading/Math Interventionist, Title I c</td>
<td>Title I</td>
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</table>
## Campus Funding Summary

### 199 - General Fund

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
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**Sub-Total** $2,600.00

### 211 - Title I Part A

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**Sub-Total** $139,100.00

### 865 - Principal Activity

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**Sub-Total** $1,000.00

**Grand Total** $142,700.00
# Texas Education Agency
## 2019 Accountability Ratings Overall Summary
### MAURICE L WOLFE EL (101914101) - KATY ISD

### Accountability Rating Summary

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<th>Scaled Score</th>
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<td>C</td>
</tr>
<tr>
<td>Student Achievement</td>
<td></td>
<td></td>
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<tr>
<td>STAAR Performance</td>
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<td>73</td>
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<tr>
<td>College, Career and Military Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Progress</td>
<td></td>
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<tr>
<td>Academic Growth</td>
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<td>69</td>
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<tr>
<td>Relative Performance (Eco Dis: 54.2%)</td>
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### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

### Distinction Designations

- ELA/Reading: Not Earned
- Mathematics: Not Earned
- Science: Not Earned
- Social Studies: Not Earned
- Comparative Academic Growth: Not Eligible
- Postsecondary Readiness: Not Earned
- Comparative Closing the Gaps: Not Earned
Texas Education Agency
2019 Accountability Ratings Overall Summary
MAURICE L WOLFE EL (101914101) - KATY ISD

Accountability Rating Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
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<tbody>
<tr>
<td>Overall</td>
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<td>College, Career and Military Readiness</td>
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<td>School Progress</td>
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<td>Academic Growth</td>
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<td>69</td>
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<td>Relative Performance (Eco Dis: 54.2%)</td>
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<td>Closing the Gaps</td>
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Identification of Schools for Improvement
This campus is identified for targeted support and improvement.

Distinction Designations

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# Texas Education Agency
## 2019 Accountability Ratings Overall Summary
### MAURICE L WOLFE EL (101914101) - KATY ISD

### Accountability Rating Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall</th>
<th>Student Achievement</th>
<th>School Progress</th>
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<tr>
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<td>73</td>
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</tr>
<tr>
<td>Rating</td>
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#### Student Achievement
- **STAAR Performance**
  - Scaled Score: 45
  - Rating: C

#### School Progress
- **Academic Growth**
  - Scaled Score: 68
  - Rating: D
- **Relative Performance (Eco Dis: 54.2%)**
  - Scaled Score: 45
  - Rating: C

#### Closing the Gaps
- Scaled Score: 52
  - Rating: C

### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

### Distinction Designations

- **ELA/Reading**: Not Earned
- **Mathematics**: Not Earned
- **Science**: Not Earned
- **Social Studies**: Not Earned
- **Comparative Academic Growth**: Not Earned
- **Postsecondary Readiness**: Not Earned
- **Comparative Closing the Gaps**: Not Earned
The percent of Katy ISD High School students who achieve the CCMR target will increase from 74% to 81% by July 2024.

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<td>2024</td>
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* Data source Domain 1

The percent of Cinco Ranch High School students who achieve the CCMR target will increase from 85% to 92% by July 2024.

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<th>Component</th>
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<tr>
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<td>98</td>
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<tr>
<td>2023</td>
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<td>2024</td>
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* Data source Domain 3
The percent of High School students who achieve the CCMR target will increase from 87% to 94% by July 2024.

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<th>% White</th>
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<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th>% LEP</th>
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* Data source Domain 3

The percent of Katy High School students who achieve the CCMR target will increase from 69% to 76% by July 2024.

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<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
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<tr>
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* Data source Domain 3
The percent of High School students who achieve the CCMR target will increase from 57% to 64% by July 2024.

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<th>2022</th>
<th>2023</th>
<th>2024</th>
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<td>58%</td>
<td>60%</td>
<td>62%</td>
<td>64%</td>
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* Data source Domain 1

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The percent of Mayde Creek High School students who achieve the CCMR target will increase from 58% to 65% by July 2024.

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<th>2022</th>
<th>2023</th>
<th>2024</th>
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* Data source Domain 3

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The percent of Morton Ranch High School students who achieve the CCMR target will increase from 58% to 65% by July 2024.

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<th>2021</th>
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* Data source Domain 1

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Morton Ranch CCMR

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<th>2022</th>
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* Data source Domain 3
The percent of Paetow High School students who achieve the CCMR target will increase from 58% to 65% by July 2024.

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* Data source Domain 1

The percent of Seven Lakes High School students who achieve the CCMR target will increase from 89% to 95% by July 2024.

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* Data source Domain 3

### Federal Targets

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<th>% Two or More</th>
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* Data source Domain 1

### Seven Lakes

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* Data source Domain 3
The percent of High School students who achieve the CCMR target will increase from 82% to 89% by July 2024.

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The percent of Tompkins High School students who achieve the CCMR target will increase from 87% to 94% by July 2024.

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* Data source Domain 1

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<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
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* Data source Domain 3
Goals are set for identified student groups at each campus. Actual percentages of students’ performance cannot be made public for student groups with less than 25. Districts must make sure these minimum numbers are met when reporting student results in order to not violate FERPA by publishing information that can identify individual students.
The percent of Katy ISD Elementary 3rd grade students who achieve Meets and above in Math will increase from 60% to 67% by July 2024.

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<td>65%</td>
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The percent of Alexander Elementary 3rd grade students who achieve Meets and above in Math will increase from 79% to 86% by July 2024.

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<td></td>
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<td>80%</td>
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<td>84%</td>
<td>86%</td>
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The percent of Bear Creek Elementary 3rd grade students who achieve Meets and above in Math will increase from 24% to 31% by July 2024.

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<tbody>
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<td>25%</td>
<td>27%</td>
<td>29%</td>
<td>31%</td>
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The percent of Bethke Elementary 3rd grade students who achieve Meets and above in Math will increase from 39% to 46% by July 2024.

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<td>40%</td>
<td>42%</td>
<td>44%</td>
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</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 54% to 61% by July 2024.

<table>
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<th>2021</th>
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<td>55%</td>
<td>57%</td>
<td>59%</td>
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The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 65% to 72% by July 2024.

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<th>2021</th>
<th>2022</th>
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<tbody>
<tr>
<td>2018</td>
<td>65%</td>
<td>66%</td>
<td>68%</td>
<td>70%</td>
<td>72%</td>
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The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 46% to 53% by July 2024.

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<tr>
<td>2024</td>
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</tbody>
</table>

The percent of Creech Elementary 3rd grade students who achieve Meets and above in Math will increase from 66% to 73% by July 2024.

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
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<th>2022</th>
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</tr>
</thead>
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<td>71%</td>
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<table>
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<tr>
<td>2024</td>
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</tr>
</tbody>
</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 60% to 67% by July 2024.

<table>
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<th>2020</th>
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<th>2022</th>
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<td>%</td>
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The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 70% to 77% by July 2024.

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### Davidson

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<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
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### Exley

<table>
<thead>
<tr>
<th>Year</th>
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<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
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</tbody>
</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 62% to 69% 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>54%</td>
<td>62%</td>
<td>63%</td>
<td>65%</td>
<td>67%</td>
<td>69%</td>
<td></td>
</tr>
</tbody>
</table>

# African American: 31%  | 40%  | 59%  | 45%  | 82%  | 50%  | 54%  | 23%  | 36%  | 47%  | 71%  | 63%  | 40%

Fielder 3rd Grade Math At Meets or Above

<table>
<thead>
<tr>
<th>Year</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>72%</td>
<td>61%</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Franz 3rd Grade Math At Meets or Above

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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</thead>
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<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>37%</td>
<td>42%</td>
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</tbody>
</table>

The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 42% to 49% by July 2024.

<table>
<thead>
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<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>36%</td>
<td>42%</td>
<td>43%</td>
<td>45%</td>
<td>47%</td>
<td>49%</td>
<td></td>
</tr>
</tbody>
</table>

# African American: 31%  | 40%  | 59%  | 45%  | 82%  | 50%  | 54%  | 23%  | 36%  | 44%  | 74%  | 49%  | 40%

Federal Targets 3rd Grade Math At Meets or Above

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
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<td>%</td>
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<td>32%</td>
<td>32%</td>
<td>37%</td>
<td>42%</td>
</tr>
</tbody>
</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 49% to 56% by July 2024.

<table>
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<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>Math</td>
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<td>50%</td>
<td>52%</td>
<td>54%</td>
<td>56%</td>
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</tbody>
</table>

The percent of Griffin Elementary 3rd grade students who achieve Meets and above in Math will increase from 73% to 80% by July 2024.

<table>
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<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>
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<td>74%</td>
<td>76%</td>
<td>78%</td>
<td>80%</td>
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</tbody>
</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 66% to 73% 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>56%</td>
<td>66%</td>
<td>67%</td>
<td>69%</td>
<td>71%</td>
<td>73%</td>
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<td></td>
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</table>

The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 73% to 80% 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>75%</td>
<td>73%</td>
<td>74%</td>
<td>76%</td>
<td>78%</td>
<td>80%</td>
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</tbody>
</table>
The percent of Hutsell Elementary 3rd grade students who achieve Meets and above in Math will increase from 46% to 53% by July 2024.

<table>
<thead>
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<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>51%</td>
<td>46%</td>
<td>47%</td>
<td>49%</td>
<td>51%</td>
<td>53%</td>
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The percent of Jenks Elementary 3rd grade students who achieve Meets and above in Math will increase from 73% to 80% by July 2024.

<table>
<thead>
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<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>64%</td>
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<td>74%</td>
<td>76%</td>
<td>78%</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 63% to 70% by July 2024.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
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</tr>
</thead>
<tbody>
<tr>
<td>62%</td>
<td>63%</td>
<td>64%</td>
<td>66%</td>
<td>68%</td>
<td>70%</td>
<td></td>
<td></td>
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</tbody>
</table>

The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 88% to 95% by July 2024.

<table>
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<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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<tr>
<td>85%</td>
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<td>91%</td>
<td>93%</td>
<td>95%</td>
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<td></td>
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</table>

The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 63% to 70% by July 2024.

<table>
<thead>
<tr>
<th></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>62%</td>
<td>63%</td>
<td>64%</td>
<td>66%</td>
<td>68%</td>
<td>70%</td>
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<td></td>
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</tbody>
</table>
The percent of King Elementary 3rd grade students who achieve Meets and above in Math will increase from 43% to 50% 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>36%</td>
<td>43%</td>
<td>44%</td>
<td>46%</td>
<td>48%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

The percent of Leonard Elementary 3rd grade students who achieve Meets and above in Math will increase from 39% to 46% 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>53%</td>
<td>39%</td>
<td>40%</td>
<td>42%</td>
<td>44%</td>
<td>46%</td>
<td></td>
</tr>
</tbody>
</table>
The percent of Mayde Creek Elementary 3rd grade students who achieve Meets and above in Math will increase from 22% to 29% 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>
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<tbody>
<tr>
<td># African American</td>
<td>52%</td>
<td>22%</td>
<td>23%</td>
<td>25%</td>
<td>27%</td>
<td>29%</td>
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</tbody>
</table>

The percent of McElwain Elementary 3rd grade students who achieve Meets and above in Math will increase from 39% to 46% 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># African American</td>
<td>53%</td>
<td>39%</td>
<td>40%</td>
<td>42%</td>
<td>44%</td>
<td>46%</td>
<td></td>
</tr>
</tbody>
</table>
The percent of McRoberts Elementary 3rd grade students who achieve Meets and above in Math will increase from 59% to 66% by July 2024.

<table>
<thead>
<tr>
<th>Year</th>
<th>McRoberts</th>
<th>Federal Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>57%</td>
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</tr>
<tr>
<td>2019</td>
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<tr>
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<td>2023</td>
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</tr>
<tr>
<td>2024</td>
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</table>

The percent of Memorial Parkway Elementary 3rd grade students who achieve Meets and above in Math will increase from 33% to 40% by July 2024.

<table>
<thead>
<tr>
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<th>Memorial Parkway</th>
<th>Federal Targets</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2019</td>
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<td>40%</td>
</tr>
<tr>
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<td>34%</td>
<td>59%</td>
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<tr>
<td>2022</td>
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<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>2024</td>
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<td>54%</td>
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</table>
The percent of Morton Ranch Elementary 3rd grade students who achieve Meets and above in Math will increase from 45% to 52% by July 2024.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
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<th>2022</th>
<th>2023</th>
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</tr>
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<tbody>
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<td>52%</td>
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### Federal Targets

<table>
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<tr>
<th></th>
<th># African American</th>
<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
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</thead>
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<td>45%</td>
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<td>54%</td>
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<td>36%</td>
<td>76%</td>
<td>41%</td>
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### Morton Ranch 3rd Grade Math At Meets or Above

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### Nottingham 3rd Grade Math At Meets or Above

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<td>40%</td>
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The percent of Nottingham Elementary 3rd grade students who achieve Meets and above in Math will increase from 56% to 63% by July 2024.

<table>
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<tr>
<th></th>
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<th>2020</th>
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### Nottingham 3rd Grade Math At Meets or Above

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<tbody>
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<td></td>
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### Federal Targets

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<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
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### Nottingham 3rd Grade Math At Meets or Above

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### Federal Targets

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<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
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### Nottingham 3rd Grade Math At Meets or Above

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The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 81% to 88% by July 2024.

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<td>88%</td>
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</tbody>
</table>

The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 86% to 93% by July 2024.

<table>
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<th>2020</th>
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<th>2022</th>
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<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
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<td>87%</td>
<td>89%</td>
<td>91%</td>
<td>93%</td>
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</tr>
</tbody>
</table>
The percent of Rhoads Elementary 3rd grade students who achieve Meets and above in Math will increase from 38% to 45% by July 2024.

<table>
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<th>Federal Targets</th>
</tr>
</thead>
<tbody>
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<tr>
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<tr>
<td>2020</td>
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<tr>
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<tr>
<td>2024</td>
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The percent of Rylander Elementary 3rd grade students who achieve Meets and above in Math will increase from 69% to 76% by July 2024.

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<tr>
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<td>74%</td>
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<tr>
<td>2023</td>
<td>76%</td>
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<tr>
<td>2024</td>
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</tbody>
</table>

The percent of Schmalz Elementary 3rd grade students who achieve Meets and above in Math will increase from 35% to 42% by July 2024.

<table>
<thead>
<tr>
<th></th>
<th># African American</th>
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<th># Hispanic</th>
<th>% Hispanic</th>
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<th># American Indian</th>
<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
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<tr>
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<td>54%</td>
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</table>

The percent of Shafer Elementary 3rd grade students who achieve Meets and above in Math will increase from 79% to 86% by July 2024.

<table>
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<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
</tr>
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<tbody>
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</tbody>
</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 84% to 91% by July 2024.

2018 2019 2020 2021 2022 2023 2024
83% 84% 85% 87% 89% 91%

The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 40% to 47% by July 2024.

2018 2019 2020 2021 2022 2023 2024
50% 40% 41% 43% 45% 47%

The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 40% to 47% by July 2024.

2018 2019 2020 2021 2022 2023 2024
50% 40% 41% 43% 45% 47%
The percent of Sundown Elementary 3rd grade students who achieve Meets and above in Math will increase from 39% to 46% by July 2024.

<table>
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<table>
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<th>% African American</th>
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<th>% Hispanic</th>
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<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
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<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
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<th>% Eco Dis</th>
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</table>

The percent of West Memorial Elementary 3rd grade students who achieve Meets and above in Math will increase from 58% to 65% by July 2024.

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<tbody>
<tr>
<td></td>
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<td>63%</td>
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<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
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<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
</tr>
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<tbody>
<tr>
<td>Federal Targets</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
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<td>West Memorial 3rd Grade Math At Meets or Above</td>
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</table>
The percent of Williams Elementary 3rd grade students who achieve Meets and above in Math will increase from 63% to 70% 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>75%</td>
<td>63%</td>
<td>64%</td>
<td>66%</td>
<td>68%</td>
<td>70%</td>
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</table>

The percent of Wilson 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>84%</td>
<td>80%</td>
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<td>83%</td>
<td>85%</td>
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### Table: Elementary 3rd Grade Math At Meets or Above

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<th># Hispanic % Hispanic</th>
<th># White % White</th>
<th># American Indian % American Indian</th>
<th># Asian % Asian</th>
<th># Pacific Islander % Pacific Islander</th>
<th># Two or More % Two or More</th>
<th># Special Ed % Special Ed</th>
<th># Eco Dis % Eco Dis</th>
<th># LEP % LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Targets</strong></td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
<td>50%</td>
<td>54%</td>
<td>23%</td>
<td>36%</td>
<td>40%</td>
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<td>2024</td>
<td>62%</td>
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<td><strong>Wilson</strong></td>
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<tr>
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<td>37%</td>
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<td>95%</td>
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</table>
The percent of Winborn Elementary 3rd grade students who achieve Meets and above in Math will increase from 34% to 41% by July 2024.

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<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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</thead>
<tbody>
<tr>
<td>Grade</td>
<td>3rd</td>
<td>Grade</td>
<td>Math At</td>
<td>Meets or Above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># African American</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
<td>50%</td>
<td>54%</td>
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</tbody>
</table>

The percent of Wolfe Elementary 3rd grade students who achieve Meets and above in Math will increase from 63% to 70% by July 2024.

<table>
<thead>
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<th>Year</th>
<th>2018</th>
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<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>3rd</td>
<td>Grade</td>
<td>Math At</td>
<td>Meets or Above</td>
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<td></td>
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</tr>
<tr>
<td># African American</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
<td>50%</td>
<td>54%</td>
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</tbody>
</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Math will increase from 80% to 87% by July 2024.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
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</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td>80%</td>
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<td>83%</td>
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<td>87%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>African American</th>
<th>31%</th>
<th>40%</th>
<th>59%</th>
<th>45%</th>
<th>82%</th>
<th>50%</th>
<th>54%</th>
<th>23%</th>
<th>36%</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
<td>50%</td>
<td>54%</td>
<td>23%</td>
<td>36%</td>
<td>40%</td>
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<tr>
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<td>Special Ed</td>
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</table>

Federal Targets for Wolfman Elementary 3rd grade students who achieve Meets and above in Math will increase from 73% to 80% by July 2024.

<table>
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<th></th>
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<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>79%</td>
<td>73%</td>
<td>74%</td>
<td>76%</td>
<td>78%</td>
<td>80%</td>
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</tbody>
</table>

Federal Targets for Wolman Elementary 3rd grade students who achieve Meets and above in Math will increase from 31% to 40%.

<table>
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<th>2024</th>
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<tbody>
<tr>
<td>37%</td>
<td>65%</td>
<td>81%</td>
<td>72%</td>
<td>54%</td>
<td>85%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Goals are set for identified student groups at each campus. Actual percentages of students’ performance cannot be made public for student groups with less than 25. Districts must make sure these minimum numbers are met when reporting student results in order to not violate FERPA by publishing information that can identify individual students.
The percent of Katy ISD Elementary 3rd grade students who achieve Meets and above in Reading will increase from 59% to 66% by July 2024.

<table>
<thead>
<tr>
<th>Year</th>
<th># African American</th>
<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th>% Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>652</td>
<td>32%</td>
<td>2,043</td>
<td>48%</td>
<td>2,154</td>
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<tr>
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The percent of Alexander Elementary 3rd grade students who achieve Meets and above in Reading will increase from 78% to 85% by July 2024.

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<th># Special Ed</th>
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The percent of Bear Creek Elementary 3rd grade students who achieve Meets and above in Reading will increase from 28% to 35% by July 2024.

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<th># Hispanic</th>
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<th># White</th>
<th>% White</th>
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<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
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<th># Two or More</th>
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<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
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The percent of Bethke Elementary 3rd grade students who achieve Meets and above in Reading will increase from 42% to 49% by July 2024.

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<th>Year</th>
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<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
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<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
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The percent of Bryant Elementary 3rd grade students who achieve Meets and above in Reading will increase from 58% to 65% by July 2024.

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<th># African American</th>
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<th>% Hispanic</th>
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<th>% White</th>
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<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
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<th># Two or More</th>
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<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
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</table>

The percent of Campbell Elementary 3rd grade students who achieve Meets and above in Reading will increase from 64% to 71% by July 2024.

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<th>2020</th>
<th>2021</th>
<th>2022</th>
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<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
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<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
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<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
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<th># LEP</th>
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<tbody>
<tr>
<td>Federal Targets</td>
<td>32%</td>
<td>37%</td>
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The percent of Cimarron Elementary 3rd grade students who achieve Meets and above in Reading will increase from 41% to 48% by July 2024.

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<th>2023</th>
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<td># African American</td>
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<td>41%</td>
<td>42%</td>
<td>44%</td>
<td>46%</td>
<td>48%</td>
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</tr>
</tbody>
</table>

|          | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More | Special Ed | Eco Dis | LEP |
|----------|------------------|----------|-------|-----------------|-------|------------------|-------------|-----------|--------|-----|-----|
| Federal Targets | 32%   | 37%     | 60%   | 43%            | 74%  | 45%             | 56%         | 19%       | 33%    | 29% |
| 2019     | 29               | 34%     | 45    | 47%            |       |                 |             |           | 32     | 44% |
| 2020     | 29               | 34%     | 57%   | 49%            |       |                 |             |           | 49     |
| 2021     | 34%              | 57%     |       |                |       |                 |             |           | 49     |
| 2022     | 39%              | 62%     |       |                |       |                 |             |           | 49     |
| 2023     | 44%              | 67%     |       |                |       |                 |             |           | 49     |
| 2024     | 49%              | 69%     |       |                |       |                 |             |           | 49     |

The percent of Creech Elementary 3rd grade students who achieve Meets and above in Reading will increase from 61% to 68% by July 2024.

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<th>Eco Dis</th>
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The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase from 64% to 71% by July 2024.

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<th>Exley</th>
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The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase from 64% to 71% by July 2024.

<table>
<thead>
<tr>
<th>Year</th>
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<th>Exley</th>
</tr>
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<tbody>
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</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase from 59% to 66% by July 2024.

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<th>Franz</th>
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<td>43%</td>
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The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase from 44% to 51% by July 2024.

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<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
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</tbody>
</table>

Franz

<table>
<thead>
<tr>
<th>3rd Grade Reading At Meets or Above</th>
<th># African American</th>
<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
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The percent of Golbow Elementary 3rd grade students who achieve Meets and above in Reading will increase from 52% to 59% by July 2024.

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<td>89%</td>
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The percent of Griffin Elementary 3rd grade students who achieve Meets and above in Reading will increase from 84% to 91% by July 2024.

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<td>85%</td>
<td>87%</td>
<td>89%</td>
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<td>85%</td>
<td>87%</td>
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The percent of Hayes Elementary 3rd grade students who achieve Meets and above in Reading will increase from 62% to 69% by July 2024.

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<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
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<td>43%</td>
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The percent of Holland Elementary 3rd grade students who achieve Meets and above in Reading will increase from 69% to 76% by July 2024.

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<th>% Two or More</th>
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<th># Eco Dis</th>
<th>% Eco Dis</th>
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The percent of Hutsell Elementary 3rd grade students who achieve Meets and above in Reading will increase from 45% to 52% by July 2024.

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The percent of Jenks Elementary 3rd grade students who achieve Meets and above in Reading will increase from 71% to 78% by July 2024.

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The percent of Katy Elementary 3rd grade students who achieve Meets and above in Reading will increase from 66% to 73% by July 2024.

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<th># American Indian %</th>
<th># Asian %</th>
<th># Pacific Islander %</th>
<th># Two or More %</th>
<th># Special Ed %</th>
<th># Eco Dis %</th>
<th>% LEP</th>
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The percent of Kilpatrick Elementary 3rd grade students who achieve Meets and above in Reading will increase from 82% to 89% by July 2024.

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<th># Asian %</th>
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<th># Two or More %</th>
<th># Special Ed %</th>
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The percent of King Elementary 3rd grade students who achieve Meets and above in Reading will increase from 47% to 54% by July 2024.

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The percent of Leonard Elementary 3rd grade students who achieve Meets and above in Reading will increase from 42% to 49% by July 2024.

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The percent of Mayde Creek Elementary 3rd grade students who achieve Meets and above in Reading will increase from 38% to 45% by July 2024.

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<td>41%</td>
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The percent of McElwain Elementary 3rd grade students who achieve Meets and above in Reading will increase from 42% to 49% by July 2024.

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### Mayde Creek

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<th>% White</th>
<th># American Indian</th>
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<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
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<tbody>
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<td>37%</td>
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### McElwain

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<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
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</table>
The percent of McRoberts Elementary 3rd grade students who achieve Meets and above in Reading will increase from 50% to 57% by July 2024.

<table>
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<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48%</td>
<td>50%</td>
<td>51%</td>
<td>53%</td>
<td>55%</td>
<td>57%</td>
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</table>

The percent of Memorial Parkway Elementary 3rd grade students who achieve Meets and above in Reading will increase from 53% to 60% by July 2024.

<table>
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<th>2018</th>
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<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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<tbody>
<tr>
<td></td>
<td>57%</td>
<td>53%</td>
<td>54%</td>
<td>56%</td>
<td>58%</td>
<td>60%</td>
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</tbody>
</table>
The percent of Morton Ranch Elementary 3rd grade students who achieve Meets and above in Reading will increase from 37% to 44% by July 2024.

<table>
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<th>2019</th>
<th>2020</th>
<th>2021</th>
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<th>2024</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>49%</td>
<td>37%</td>
<td>38%</td>
<td>40%</td>
<td>42%</td>
<td>44%</td>
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</tr>
</tbody>
</table>

| Year | African American | % African American | Hispanic | % Hispanic | White | % White | American Indian | % American Indian | Asian | % Asian | Pacific Islander | % Pacific Islander | Two or More | % Two or More | Special Ed | % Special Ed | Eco Dis | % Eco Dis | LEP | % LEP |
|------|------------------|--------------------|----------|-----------|-------|---------|----------------|------------------|-------|---------|----------------|------------------|-------------|--------------|-----------|-------------|--------|-----------|
| 2019 | 32%              | 37%                | 60%      | 43%       | 74%   | 45%     | 56%           | 19%              | 96    | 26%     | 76    | 28%        |            |             |           |             |        |           |
| 2020 |                  |                    |          |           |       |         |               |                 |       |         |       |            |            |             |           |             |        |           |
| 2021 | 43%              | 31%                | 55%      |           |       |         |               |                 |       |         |       |            |            |             |           |             |        |           |
| 2022 | 43%              | 31%                | 60%      |           |       |         |               |                 |       |         |       |            |            |             |           |             |        |           |
| 2023 | 43%              | 31%                | 60%      |           |       |         |               |                 |       |         |       |            |            |             |           |             |        |           |
| 2024 | 43%              | 36%                | 60%      |           |       |         |               |                 |       |         |       |            |            |             |           |             |        |           |

The percent of Nottingham Elementary 3rd grade students who achieve Meets and above in Reading will increase from 57% to 64% by July 2024.

<table>
<thead>
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<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>61%</td>
<td>57%</td>
<td>58%</td>
<td>60%</td>
<td>62%</td>
<td>64%</td>
<td></td>
</tr>
</tbody>
</table>

| Year | African American | % African American | Hispanic | % Hispanic | White | % White | American Indian | % American Indian | Asian | % Asian | Pacific Islander | % Pacific Islander | Two or More | % Two or More | Special Ed | % Special Ed | Eco Dis | % Eco Dis | LEP | % LEP |
|------|------------------|--------------------|----------|-----------|-------|---------|----------------|------------------|-------|---------|----------------|------------------|-------------|--------------|-----------|-------------|--------|-----------|
| 2019 | 32%              | 37%                | 60%      | 43%       | 74%   | 45%     | 56%           | 19%              | 25    | 40%     | 30    | 27%        | 25     | 52%          |           |             |        |           |
| 2020 |                  |                    |          |           |       |         |               |                 |       |         |       |            |        |              |           |             |        |           |
| 2021 | 61%              |                    |          |           |       |         |               |                 |       |         |       |            |        |              |           |             |        |           |
| 2022 | 61%              |                    |          |           |       |         |               |                 |       |         |       |            |        |              |           |             |        |           |
| 2023 | 61%              |                    |          |           |       |         |               |                 |       |         |       |            |        |              |           |             |        |           |
| 2024 | 61%              |                    |          |           |       |         |               |                 |       |         |       |            |        |              |           |             |        |           |
The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase from 78% to 85% by July 2024.

<table>
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<th>2020</th>
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<th>2022</th>
<th>2023</th>
<th>2024</th>
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</thead>
<tbody>
<tr>
<td>%</td>
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<td>78%</td>
<td>79%</td>
<td>81%</td>
<td>83%</td>
<td>85%</td>
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### Pattison

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<th>% African American</th>
<th>% Hispanic</th>
<th>% White</th>
<th>% American Indian</th>
<th>% Asian</th>
<th>% Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th># Two or More</th>
<th># Special Ed</th>
<th># Special Ed</th>
<th>% Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>Federal Targets</td>
<td>32%</td>
<td>37%</td>
<td>60%</td>
<td>43%</td>
<td>74%</td>
<td>45%</td>
<td>56%</td>
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</table>

The percent of Randolph Elementary 3rd grade students who achieve Meets and above in Reading will increase from 77% to 84% by July 2024.

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<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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</thead>
<tbody>
<tr>
<td>%</td>
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<td>77%</td>
<td>78%</td>
<td>80%</td>
<td>82%</td>
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</tbody>
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### Randolph

<table>
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<th>3rd Grade Reading At Meets or Above</th>
<th>% African American</th>
<th>% Hispanic</th>
<th>% White</th>
<th>% American Indian</th>
<th>% Asian</th>
<th>% Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th># Two or More</th>
<th># Special Ed</th>
<th># Special Ed</th>
<th>% Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
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<tr>
<td>2019</td>
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<td>32%</td>
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<td>60%</td>
<td>43%</td>
<td>74%</td>
<td>45%</td>
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The percent of Rhoads Elementary 3rd grade students who achieve Meets and above in Reading will increase from 41% to 48% by July 2024.

<table>
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<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
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<th>% American Indian</th>
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<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
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</table>

The percent of Rylander Elementary 3rd grade students who achieve Meets and above in Reading will increase from 66% to 73% by July 2024.

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<th># African American</th>
<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
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<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
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The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase from 33% to 40% by July 2024.

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<th>2020</th>
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<th>2022</th>
<th>2023</th>
<th>2024</th>
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<tbody>
<tr>
<td></td>
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<td>33%</td>
<td>34%</td>
<td>36%</td>
<td>38%</td>
<td>40%</td>
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<table>
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<th>Year</th>
<th>3rd Grade Reading At Meets or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>37% 70% 72 67% 57 91%</td>
</tr>
<tr>
<td>2020</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>75% 72% 91%</td>
</tr>
<tr>
<td>2022</td>
<td>75% 77% 91%</td>
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<tr>
<td>2023</td>
<td>80% 77% 91%</td>
</tr>
<tr>
<td>2024</td>
<td>85% 82% 91%</td>
</tr>
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The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase from 73% to 80% by July 2024.

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<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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</thead>
<tbody>
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<td>73%</td>
<td>74%</td>
<td>76%</td>
<td>78%</td>
<td>80%</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>3rd Grade Reading At Meets or Above</th>
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</thead>
<tbody>
<tr>
<td>2019</td>
<td>37% 70% 72 67% 57 91%</td>
</tr>
<tr>
<td>2020</td>
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<td>2021</td>
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</tbody>
</table>
The percent of Stanley Elementary 3rd grade students who achieve Meets and above in Reading will increase from 76% to 83% by July 2024.

<table>
<thead>
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<th>Year</th>
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<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
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<tbody>
<tr>
<td>%</td>
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<td>76%</td>
<td>77%</td>
<td>79%</td>
<td>81%</td>
<td>83%</td>
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The percent of Stephens Elementary 3rd grade students who achieve Meets and above in Reading will increase from 40% to 47% by July 2024.

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<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
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<tbody>
<tr>
<td>%</td>
<td>46%</td>
<td>40%</td>
<td>41%</td>
<td>43%</td>
<td>45%</td>
<td>47%</td>
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</table>
The percent of Sundown Elementary 3rd grade students who achieve Meets and above in Reading will increase from 41% to 48% by July 2024.

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<tr>
<th>Year</th>
<th># African American</th>
<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
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<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
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<tr>
<td>2018</td>
<td>32%</td>
<td>37%</td>
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<td>43%</td>
<td>74%</td>
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The percent of West Memorial Elementary 3rd grade students who achieve Meets and above in Reading will increase from 52% to 59% by July 2024.

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<th>Year</th>
<th># African American</th>
<th>% African American</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># White</th>
<th>% White</th>
<th># American Indian</th>
<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
<th>% Pacific Islander</th>
<th># Two or More</th>
<th>% Two or More</th>
<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
<th>% Eco Dis</th>
<th># LEP</th>
<th>% LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>32%</td>
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</tbody>
</table>
The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase from 66% to 73% 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>
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</thead>
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<td>%</td>
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<td>66%</td>
<td>67%</td>
<td>69%</td>
<td>71%</td>
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The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase from 74% to 81% by July 2024.

<table>
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<th>Year</th>
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<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
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<td>%</td>
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<td>74%</td>
<td>75%</td>
<td>77%</td>
<td>79%</td>
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### Federal Targets

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<th># White</th>
<th>% White</th>
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<th>% American Indian</th>
<th># Asian</th>
<th>% Asian</th>
<th># Pacific Islander</th>
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<th># Two or More</th>
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<th># Special Ed</th>
<th>% Special Ed</th>
<th># Eco Dis</th>
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<th># LEP</th>
<th>% LEP</th>
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<tbody>
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<td>2018</td>
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<td>37%</td>
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<td>43%</td>
<td>74%</td>
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</tbody>
</table>

### Williams 3rd Grade Reading At Meets or Above

<table>
<thead>
<tr>
<th>Year</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Wilson 3rd Grade Reading At Meets or Above

<table>
<thead>
<tr>
<th>Year</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Federal Targets
- Williams 3rd Grade Reading At Meets or Above
- Wilson 3rd Grade Reading At Meets or Above
The percent of Winborn Elementary 3rd grade students who achieve Meets and above in Reading will increase from 40% to 47% 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>47%</td>
<td>40%</td>
<td>41%</td>
<td>43%</td>
<td>45%</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>

The percent of Wolfe Elementary 3rd grade students who achieve Meets and above in Reading will increase from 48% to 55% 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>30%</td>
<td>48%</td>
<td>49%</td>
<td>51%</td>
<td>53%</td>
<td>55%</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>

<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>72%</td>
<td>68%</td>
<td>69%</td>
<td>71%</td>
<td>73%</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</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>36</td>
<td>56%</td>
<td>61%</td>
<td>66%</td>
<td>66%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>81%</td>
<td>87%</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
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<tr>
<td></td>
<td>67%</td>
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<td>67%</td>
<td>67%</td>
<td>67%</td>
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<tr>
<td></td>
<td>75%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>

The percent of WoodCreek Elementary 3rd grade students who achieve Meets and above in Reading will increase from 68% to 75% 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>72%</td>
<td>68%</td>
<td>69%</td>
<td>71%</td>
<td>73%</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</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>36</td>
<td>56%</td>
<td>61%</td>
<td>66%</td>
<td>66%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>81%</td>
<td>87%</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
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<tr>
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<td>67%</td>
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<td>67%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Goals are set for identified student groups at each campus. Actual percentages of students' performance cannot be made public for student groups with less than 25. Districts must make sure these minimum numbers are met when reporting student results in order to not violate FERPA by publishing information that can identify individual students.