

Katy Independent School District
Wolfe Elementary
2019-2020 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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Comprehensive Needs Assessment

Revised/Approved: June 27, 2019

Demographics

Demographics Summary

Demographics Summary

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 close the achievement gaps, we need to ensure that all students are successful across all areas.

Wolfe Elementary	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
All Students	454	434	429	346	336
Hispanic	217	218	202	157	146
White	151	133	133	102	91
African American	43	50	61	61	77
Asian	27	21	21	16	15
Two or More Races	15	11	11	10	7
Economically Disadvantaged	241	250	269	222	192
Special Education	48	41	56	51	61

Wolfe Elementary	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
At-Risk	270	240	237	209	178
Gifted & Talented	27	25	16	26	29
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 Academic Achievement

Student Academic Achievement Summary

	2017/2018				2018/2019				2017-2018/2018-2019 Comparison Averages
	Approaches	Meets	Masters	Average	Approaches	Meets	Masters	Average	
3rd Reading	65%	30%	16%	37%	85%	48%	37%	57%	Increase of 20%
3rd Math	71%	35%	12%	39%	83%	63%	35%	60%	Increase of 20%
4th Reading	58%	34%	13%	35%	71%	39%	15%	42%	Increase of 7%
4th Math	51%	21%	8 %	27%	56%	23%	8%	29%	Increase of 2%
4th Writing	43%	25%	6%	25%	59%	23%	4%	29%	Increase of 4%
5th Reading	83%	42%	17%	47%	73%	40%	15%	42%	Decrease of 5%
5th Math	83%	36%	10%	43%	72%	32%	8%	37%	Decrease of 6%
5th Science	82%	27%	12%	40%	75%	33%	12%	40%	No change

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 37% (-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.

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

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.

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

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.

	Above Grade Level	On Grade Level	Below Grade Level
Kinder-BOY	6%	93%	0%

Kinder-EOY	47%	36%	17%
First-BOY	35%	22%	42%
First-EOY	54%	22%	24%

	May 2019 STAAR Reading, Grade 3				May 2019 STAAR Reading, Grade 4			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
WE	46	84.78%	47.83%	36.96%	76	71.05%	40.79%	15.79%
Economic Disadvantage	-	-	-	-	1	0%	0%	0%
Asian	2	100%	100%	100%	1	100%	0%	0%
Black/African American	15	80%	40%	20%	14	50%	21.43%	7.14%
Hispanic	12	66.67%	25%	16.67%	42	73.81%	40.48%	11.90%
Two or More Races	2	100%	0%	0%	1	0%	0%	0%
White	15	100%	73.33%	66.67%	18	83.33%	61.11%	33.33%
Female	25	92%	60%	44%	47	76.60%	44.68%	19.15%
Male	21	76.19%	33.33%	28.57%	29	62.07%	34.48%	10.34%
First Year of Monitoring	-	-	-	-	3	100%	66.67%	33.33%
LEP	5	60%	40%	20%	22	54.55%	27.27%	9.09%
Second Year of Monitoring	-	-	-	-	1	100%	0%	0%
Special Ed Indicator	8	62.50%	37.50%	25%	15	33.33%	13.33%	6.67%

	April 2019 STAAR Reading, Grade 5				May 2019 STAAR Reading, Grade 5			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
WE	56	80.36%	48.21%	19.64%	11	27.27%	0%	0%
Economic Disadvantage	9	22.22%	0%	0%	7	28.57%	0%	0%
Asian	3	66.67%	33.33%	33.33%	1	100%	0%	0%

Black/African American	9	88.89%	44.44%	11.11%	1	0%	0%	0%
Hispanic	26	73.08%	38.46%	11.54%	7	14.29%	0%	0%
Two or More Races	2	100%	50%	0%	-	-	-	-
White	16	87.50%	68.75%	37.50%	2	50%	0%	0%
Female	34	88.24%	52.94%	20.59%	4	25%	0%	0%
Male	22	68.18%	40.91%	18.18%	7	28.57%	0%	0%
First Year of Monitoring	1	100%	100%	0%	-	-	-	-
LEP	12	41.67%	0%	0%	7	28.57%	0%	0%
Second Year of Monitoring	1	100%	0%	0%	-	-	-	-
Special Ed Indicator	11	45.45%	0%	0%	6	33.33%	0%	0%

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 counter parts.
- 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 counter parts.

Math

	May 2019 STAAR Mathematics, Grade 3				May 2019 STAAR Mathematics, Grade 4			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
WE	46	83%	63%	35%	79	56%	24%	8%
Economic Disadvantage	20	70%	30%	10%	43	47%	16%	5%
Asian	2				1			
Black/African American	15	73%	40%	13%	14	36%	7%	0%
Hispanic	12	75%	50%	33%	44	52%	20%	7%

Two or More Races	2				1	0%	0%	0%
White	15	100%	93%	60%	19	79%	42%	16%
Female	25	88%	76%	48%	47	55%	28%	6%
Male	21	76%	48%	19%	32	56%	16%	9%
Current LEP	4				24	42%	13%	8%
LEP (other Non-LEP)	42	86%	67%	36%	51	61%	27%	8%
Second Year of Monitoring					1	0%	0%	0%
Special Ed Indicator	5	60%	40%	20%	13	31%	8%	8%

	April 2019 STAAR Mathematics, Grade 5				May 2019 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
WE	58	79%	47%	22%	11	36%	0%	0%
Economic Disadvantage	33	67%	24%	6%	10	40%	0%	0%
Asian	4				1			
Black/African American	9	67%	22%	11%	2			
Hispanic	27	78%	41%	11%	6	33%	0%	0%
Two or More Races	2				0			
White	16	88%	63%	38%	2			
Female	35	83%	51%	23%	5	60%	0%	0%
Male	23	74%	39%	22%	6	17%	0%	0%
Current LEP	12	100%	0%	0%	4			
Other Non LEP	43	81%	53%	28%	4	0%	0%	0%
Second Year of Monitoring	1	100%	100%	0%	7	57%		
Special Ed Indicator	6	50%	0%	0%	3			

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 counter parts.
- 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

	May 2018 STAAR Writing, Grade 4				May 2019 STAAR Writing, Grade 4			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
WE	53	43%	25%	6%	80	59%	23.68%	4%
Economic Disadvantage	33	30%	12%	3%	44	52%	16%	2%
Asian	2				1			
Black/African American	9	0%	0%	0%	14	50%	7%	0%
Hispanic	25	40%	16%	4%	45	58%	20%	2%
Two or More Races	2				1			
White	15	67%	53%	7%	19	68%	42%	11%
Female	33	42%	24%	5%	47	62%	28%	6%
Male	20	43%	25%	6%	33	55%	15%	0%
First Year of Monitoring	1				3			
Current LEP	8	13%	0%	0%	24	42%	8%	0%
Second Year of Monitoring	0				1			
Special Ed Indicator	7	0%	0%	0%	14	29%	14%	7%

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.

Science

	May 2018 STAAR Science, Grade 5				May 2019 STAAR Science, Grade 5			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
WE	66	82%	27%	12%	57	75%	33%	12%
Economic Disadvantage	44	75%	25%	11%	33	67%	18%	0%
Asian	3				4			
Black/African American	10	50%	0%	0%	9	56%	33%	0%
Hispanic	34	85.29%	20.59%	5.88%	26	69%	23%	4%
Two or More Races	1	0%	0%	0%	2			
White	18	94%	56%	33%	16	88%	56%	31%
Female	40	88%	30%	15%	34	76%	29%	9%
Male	27	73%	23%	8%	23	74%	39%	17%
First Year of Monitoring	5	100%	60%	0%	1			
LEP	13	69%	8%	8%	11	64%	9%	0%
Second Year of Monitoring	5	100%	40%	0%	1			
Special Ed Indicator	10	60%	10%	0%	6	33%	0%	0%

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

- 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 Academic Achievement 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 Academic Achievement 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

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary

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

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

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

Student progress is continuously monitored. The RTI committee meetings will be held a minimum of four times a year, for both academics and behavior, and are held during professional learning/planning times. The data from campus assessments are used to identify students that are performing below standard. We are continuously assessing our students needs to ensure academic growth. RTI meetings are scheduled by the RTI Coordinator, and are attended by the grade level teachers, the interventionists, the counselor, the LSSP, the Instructional Coaches, and the Principal/Assistant Principals. Data is

inconclusive as to the effectiveness of after school tutorials; we utilize Extended Learning Time (ELT), for the majority of our intervention and extension.

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 Reading and Math workstations, 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 is normally done throughout the school day within a student's instructional day. 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 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: 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.

Perceptions

Perceptions Summary

Staff

Last year, December of 2018 a Campus Assessment Survey was given to all staff to assess the campus process and programs. Survey results identified three school-wide processes needing improvement: (1) PDR-Professional Development Review (2) RTI-Response to Intervention (3) PBIS Postive Behavioral Intervention and Support.

For 2019-2020 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 rorate 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 oppurutnity to document the different instructional strategies that have proven to be successful with their students. The system will ensure we document our Tier 1 and Tier 2 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 a school wide kick pep rally about 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 writing. 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 cohort in which we analyzed the learning standards more closely this past school year.

The administrator will occasionally send out a survey in which staff can respond anonymously to ensure she gets honest feedback from the staff. The staff had reported their concerns about PBIS, RTI and PDR which allowed that to be a focus this 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.

Parents

According to the 2018-2019 survey, 88% of the parents feel informed about what is taking place on the campus. 85% of the parents noted that there are parent volunteer opportunities available on the campus.

77% of the parents felt like the lack of parent and community engagement was due to a conflict with their work schedule and another 46% parents were not sure how to participate in volunteering on the campus.

According to the parents survey, the three most valuable engagement activities were: 69% meet the teacher, 64% parent/teacher conferences supporting learning and 42% PTO/PTA meeting nights.

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: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals


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

Performance Objective 1: By May of 2020, Wolfe Elementary will increase percentage of students scoring at the Meets level on 3rd grade STAAR Reading from 48% to 80% & 3rd grade STAAR Math from 63% to 80%, on 4th grade STAAR Reading from 39% to 80% & 4th grade STAAR Math from 23% to 80%, and 5th grade STAAR Reading from 48% to 80% and 5th grade STAAR Math from 47% to 80%.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Using proven, data driven teaching techniques including small group instructional groups and differentiated instruction in all classrooms to meet the individual needs of all students. Purchase supplies and materials for instruction.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coaches, Classroom Teachers	STAAR, AWARE, RTI and Kid Chat data will be utilized to monitor and assess student growth throughout the school year.				
Funding Sources: 211 - Title I Part A - 10000.00							
2) Utilize Title I money toward a highly qualified, full time teacher who will be utilized to target students who need individualized interventions to assist student growth.	2.4, 2.5, 2.6	Principal, Assistant Principal	Students growing out of intervention groups and meeting district proficiency standards				
Funding Sources: 211 - Title I Part A - 66440.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Allow teachers to attend quality, proven professional development workshops in order to build each teacher's knowledge base to enhance the instruction in classrooms. Teachers will have resources and supplies identifying strategies to target students' needs.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coaches	Documentation from administrative walkthroughs, TTESS evaluations and student growth.				
Funding Sources: 211 - Title I Part A - 6000.00, 199 - General Fund - 2500.00, 461 - Campus Activity Fund - 1900.00							
4) Utilize Title III A- Immigrant funds to supplement instruction with tutorials available to EL students who are in need.	2.6	Principal, Assistant Principal, ESL Teachers	Increase in TELPAS and STAAR scores in the EL demographic.				
Funding Sources: 263 - Title III-A Immigrant - 1500.00, 199 - General Fund - 500.00							
5) Analyze student data in RTI and Kid Chat meetings in order to determine and assign students to different intervention groups to target student needs.		Principal, Assistant Principal, Intervention Teachers, Classroom Teachers	Increase in STAAR, End of Year assessments, and EOY report cards in struggling student demographics and populations.				
6) Wolfe will administer assessments, interpret and utilize disaggregated data in order to address student needs and implement targeted interventions.		ICs, Classroom teachers	Wolfe will ensure that 85% of our students will show a year of more growth in Reading in Domain II, 80% in Math Domain II and 70% in writing.				
7) We will purchase a variety of reading books to provide a rich literacy library for the teachers to use for guided reading instruction.	2.4, 2.5, 2.6	Administrators & Reading Instructional Coach	We should see students reading on grade level by the end of the school year according to F & P.				
Funding Sources: 211 - Title I Part A - 1000.00							
8) The ESL teachers will pull small groups of students who are beginner or intermediate according to TELPAS.	2.6	ESL teachers and Administrators	The students should grow at least one level on their TELPAS.				
							

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

Performance Objective 2: By June of 2020, Wolfe Elementary will increase percentage of children meeting literacy assessment standard from 82% to 90% in Kinder, 82% to 90 in First, 76% to 90% in Second, 63% to 90% in Third, 73% to 90% in Fourth, 49% to 90% in Fifth Grade.

Evaluation Data Source(s) 2: Formal and Informal Running Records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will pull small groups and use Guided Reading resources as well as pull Strategy Groups using Next Step Forward to Guided Reading.	2.4, 2.6	Reading Instructional Coach	We expect to see at least a years growth in reading level's by the end of the school year.				

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

Performance Objective 1: By June of 2020, Wolfe Elementary will increase percentage of African American meeting grade level standard on 3rd, 4th, 5th from 33% to 80% (reading) & 21% to 80% (math), Hispanic meeting grade level standard on 3rd, 4th, 5th from 39% to 80% (reading) & 32% to 80% (math), Special Education meeting grade level standard on 3rd, 4th, 5th from 22% to 80% (reading) & 13% to 80% (math) and ESL meeting grade level standard on 3rd, 4th, 5th from 16% to 80% (reading) & 13% to 80% (math).

Evaluation Data Source(s) 1: CBA, DLA & STAAR Assessments

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will use small group instruction with guided reading and guided math.	2.4, 2.5, 2.6	Principal, Grade Level Team Leaders	Students will make a year's growth with the F & P. In Domain III Closing the Gap we will see a year's growth in Special Ed, Hispanic and African American students. Students will make a year's growth on the STAAR math and Dreambox.				

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

Performance Objective 1: The increased percentage of students meeting grade level standard on 2nd-5th for Reading and Math district learning assessments: Second increase from 50% to 80% in math & from 57% to 80% reading. Third increase from 30% to 80% in math & 53% to 80% reading. Fourth from 33% to 80% in math & 38% to 80% reading. Fifth from 29% to 80% in math & 54% to 80% reading.

Evaluation Data Source(s) 1: CBA's and DLAs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will use anecdotal notes and observations to drive instruction. Teams will create TEK aligned assessments focusing on readiness and supporting standards. Assessments will include Lead4Ward sentence stems, IQ questions and rigor of assessments will meet state standards.	2.4, 2.5, 2.6	Principal, Assistant principal, Instructional Coaches, Teachers	Consistent assessment across grade levels will increase student performance, student's strengths and weaknesses will be evident to target instruction				
							

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Staff will meet with various teams weekly in order to discuss the events occurring on campus as well as listen to presentations by different district personnel. This will allow the staff to collaboratively participate in the decision making of the campus.		Principal, Assistant Principal	Percentage of staff members returning from the previous year will increase by 10%				
2) Instructional Coaches will meet with grade level teams at least once per week in order to ensure teachers are supported in providing quality instruction.	2.5	Principal, Assistant Principal, Instructional Coaches	Teachers will be supported when planning instruction and teacher retention will increase.				
3) New teachers to the campus will meet with the lead campus mentor as well as their individual mentor whenever they need assistance with any professional needs they may have throughout the school year.	2.5	Principal, Assistant Principal, Lead Mentor Teacher	Increase in retention of teachers and positive feedback from new teachers when administration meets with lead mentor teacher and individual new teachers.				
4) Teachers will attend professional development at the district level and Region IV. We will hire a consultant to assist our campus with Writer's Workshop.	2.5, 2.6	Administrators and Instructional Coaches	We will see less teacher turnover this upcoming school year.				
			We will also create systems that are school wide strategies for writing.				
Funding Sources: 211 - Title I Part A - 5439.00							
5) Administrators will attend professional development to ensure they continue their educational growth.	2.5, 2.6	Administrators	Administrators will bring new ideas to school to assist with meeting the needs of our diverse learners.				
Funding Sources: 211 - Title I Part A - 3000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June

Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Wolfe will increase their volunteer hours by 5% from the previous school year from 3798 to 3,987 hours.

Evaluation Data Source(s) 1: Sign In Sheets, Surveys & Volunteer Summary Report

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 4) Wolfe's Title I program will host an End of the Year Summer Send Off in conjunction with Field Day to promote parental involvement in literacy and math over the summer. Parents will receive math and literacy activities to work with their child over the summer.	3.2	Principal, Reading and Math Instructional Coaches	To increase parental involvement over the summer to ensure students are engaged in reading and math activities to maintain the students' reading level and math performance level.				
	Funding Sources: 211 - Title I Part A - 0.00						
5) Wolfe will host an annual Kindergarten RoundUp in the Spring inviting all incoming kindergarten students and their families to help them orient families with Wolfe Elementary and prepare for success as a kindergarten.	3.2	Kindergarten teachers Administration Academic Support	This strategy will result in a smoother transition for the children and answer any questions or concerns of parents. Sign-In sheets and actual enrollment will be our documentation.				
	Funding Sources: 211 - Title I Part A - 200.00, 199 - General Fund - 100.00						
6) Wolfe Kindergarten teachers will screen incoming kindergarten students before the school year starts to obtain students knowledge regarding skills students demonstrate prior to entering school.	2.6, 3.2	Kindergarten Teachers, ESL Teachers, Academic Support	Screening data will assist teachers to meet the needs of the students from the onset to give the students a positive initial school experience. Also it will enhance the student's chance for success and help them to have a positive attitude towards school.				
	Funding Sources: 199 - General Fund - 600.00						
7) Wolfe Elementary will host Meet the Teacher Night, Open House/Curriculum Night to orient parent's to their child's teacher's expectations and the grade level curriculum.	3.1, 3.2	Principal, classroom teachers	Parents will be introduced to curriculum, expectations and to ways to enhance communication for all.				
8) Wolfe Elementary will host Spirit Nights to create camaraderie and develop a sense of community between parents, students and staff.	3.2	Principal, PIE Coordinators	This strategy will give us the opportunity to build relationships, develop a stronger sense of community and support some of the businesses that support our school.				
9) 11. Wolfe Specials Teachers will organize and host a variety of parental involvement opportunities including music/choir performances, a talent show, Family Fun Runs, Family Folk Dance and Health Fitness night, February Fine Fest on evenings, weekends and during the day.	3.1, 3.2	Principal, Specials teachers	Parents will feel involved as a participant in their child's education.				
	Funding Sources: 211 - Title I Part A - 1509.00						
10) Wolfe will hold 5th grade transition meetings with feeder Middle School.		Counselor	5th graders will have a smooth transition to Middle School				



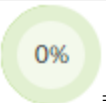

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June

Goal 6: 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 (2019-2020 Year).

Evaluation Data Source(s) 1: End of year discipline report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide teachers and staff with quality professional development in PBIS & CHAMPS models to provide teachers with strategies to manage student behavior.		Principal, Assistant Principal, Campus PBIS Team Members	Students will feel safe and secure while within the walls of Wolfe ES. There will also be a decrease in student office referrals.				
Funding Sources: 199 - General Fund - 1500.00, 865 - Principal Activity - 1000.00							
2) Common expectations will be set throughout the school as well as in the individual teachers' classrooms in order for the students to know and achieve the positive goals.		Principal, Assistant Principal, Campus PBIS Team members	Students will know and perform expectations throughout the school.				
3) STARBUcks will be given to students who exhibit the campus wide STAR expectations. The students will then be able to exchange these STARBUcks for special privileges.		Principal, Assistant Principal, Campus PBIS Team Members	Students will exhibit appropriate campus wide STAR expectations.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Using proven, data driven teaching techniques including small group instructional groups and differentiated instruction in all classrooms to meet the individual needs of all students. Purchase supplies and materials for instruction.
2	1	1	Teachers will use small group instruction with guided reading and guided math.
5	1	4	Wolfe's Title I program will host an End of the Year Summer Send Off in conjunction with Field Day to promote parental involvement in literacy and math over the summer. Parents will receive math and literacy activities to work with their child over the summer.

State Compensatory

Personnel for Wolfe Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Morris	Dyslexia Teacher		
Beth Morrow	ESL Teacher		
Christine Storms	Intervention Teacher		
John Storms	Intervention Teacher/Facilitator		
Susie Costello	ESL Teacher		
Vivian Muldune	Title I Teacher	Title I	
Yanisbel Garcia	ESL Paraprofessional	ESL	

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 26, 2019 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 Cheryl Maddox-Reading Instructional Coordinator

Tamika Johnson-Math Instructional Coordinator Rachel Morrow-ESL -District Representative Sondra Norwood-Specials Teacher

Sharon Takahashi-Counselor Jill Lawson-Teacher Emma Brack-Teacher Krista Jolley-Teacher

Alexandra Turner-Teacher Brittany Schammerhorn-Teacher Jamieson Sermo-Teacher Lyndsay Maturano-SPED Teacher

Tom Douthit-Community member Tate Hardy-Business member

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 quarterly basis 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, 2019.

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. Character education is provided through Core Essentials from our counselor and she also provides guidance lessons throughout the school year.

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

At risk students' needs are met in a variety of ways. Any student who is failing a state test or failing a subject is immediately placed in Response to Intervention (RTI). A collaborative team meets every six weeks to review students data and to determine where they may be best served. Academic support teachers (state and federally funded) provide daily intervention in 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 April 29, 2019.

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 (March 7, 2019) and Literacy night (Nov. 8, 2018) are offered either in the Fall or Spring
- Star Parents Events in English and Spanish (April 30, 2019 at 5:30-7:00 P.M.)
- Field Day (April 26, 2019) 8:00-3:00
- Field Trips
- PTO
- Parents and community members provide Junior Achievement Program instruction in all our classes
- Coffee with the Principal is held every 9 weeks.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vivian Muldune	Reading/Math Interventionist , Title I c	Title I	1

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Anna Hinojosa	Principal
IC	Cheryl Maddox	Reading IC
Paraprofessional	Lidia Amaya	Paraprofessional
Classroom Teacher	Emma Brack	Classroom Teacher
Classroom Teacher	Alexandra Turner	Classroom Teacher
Classroom Teacher	Brittany Schamerhorn	Classroom Teacher
Classroom Teacher	Lyndsay Maturano	SPED Teacher
Classroom Teacher	Sondra Norwood	Classroom Teacher
Counselor	Sharon Takahashi	Counselor
ESL	Rachel Morrow	ESL Teacher
Title I Coordinator/AST Teacher-Reading/Math	Vivian Muldune	Title I Coordinator/AST Teacher-Reading/Math
Community Representative	Tom Douthit	Community member
Administrator	Charlene Hefferin	Assistant Principal
Classroom Teacher	Krista Jolley	Teacher
Classroom Teacher	Jill Lawson	Teacher
Classroom Teacher	Jamieson Sermo	Teacher
Business Representative	Tate Hardy	Business Representative

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Registration, Travel Cost		\$2,500.00
1	1	4			\$500.00
5	1	1			\$300.00
5	1	2			\$100.00
5	1	5			\$100.00
5	1	6	Assessment Materials		\$600.00
6	1	1	Print Shop, Incentives, Professional Development		\$1,500.00
Sub-Total					\$5,600.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$900.00
Sub-Total					\$900.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional supplies and materials		\$10,000.00
1	1	2	Title I Teacher FTE		\$66,440.00
1	1	3	Registration, Travel Cost		\$6,000.00
1	1	7	Purchase literacy books for the library		\$1,000.00
4	1	4	Professional development and consultants		\$5,439.00
4	1	5	Professional development for administrators		\$3,000.00
5	1	1	Family night materials		\$2,000.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Parental involvement materials		\$0.00
5	1	5	Handouts, Snacks		\$200.00
5	1	9	To help increase parental involvement		\$1,509.00
Sub-Total					\$95,588.00
263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,500.00
Sub-Total					\$1,500.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Registration, Travel, Cost		\$1,900.00
Sub-Total					\$1,900.00
865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Print Shop, Incentives, Training		\$1,000.00
Sub-Total					\$1,000.00
Grand Total					\$106,488.00

Addendums

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

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		72	C
Student Achievement		73	C
STAAR Performance	45	73	
College, Career and Military Readiness			
Graduation Rate			
School Progress		70	C
Academic Growth	68	69	D
Relative Performance (Eco Dis: 54.2%)	45	70	C
Closing the Gaps	52	71	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 Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned