Katy Independent School District

Wolman Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Wolman Elementary Mission

Together with the entire Wolman community, we will ensure that all students learn at the highest possible levels in a positive, safe learning environment. We are committed to the growth of each individual student and believe that all students should be challenged to be successful, life-long learners.

Vision

Ray and Jamie Wolman Elementary's vision is for every student to make a year's growth in all subjects.

Value Statement

All students can learn.

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Needs Assessment Overview Summary

3rd Grade Performance

	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
3rd	APPROACHES			MEETS			MASTERS		
Math	92%	95%	92 %	79%	76%	80%	54%	45%	48%
Reading	92%	92%	95 %	79%	73%	81%	58%	37%	55%

4th Grade Performance

	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
4th	APPROACHES			MEETS			MASTERS		
Math	99%	96%	90%	84%	87%	75%	65%	59%	41%
Reading	97%	95%	95%	82%	77%	71 %	45%	52%	42%

5th Grade Performance

	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
5th	APPROACHES			MEETS			MASTERS		
Math	100%	100%	98%	97%	97%	87%	81%	67%	52%

	2022 STAAR	**2023 STAAR**	**2024 STAAR**	**2022 STAAR**	**2023 STAAR**	**2024 STAAR**	**2022 STAAR**	**2023 STAAR**	**2024 STAAR**
Reading	99%	99%	97%	91%	94%	82%	80%	68%	50%
Science	98%	97%	89%	85%	83%	55%	56%	47%	24%

Historical Trends across all grade levels

All Grade Levels-Approaches	**2018**	**2019**	**2021**	**2022**	**2023**	**2024**
Math	99%	98 %	97%	97%	97%	93%
Reading	98%	97%	96%	96%	95%	96%
Science	100%	96 %	93%	98%	97%	89%

Student Cohort Growth-Math

4th Grade Math Students Spring '24 Historical Cohort Data (Current 5th Grade '24-'25Students)

	3rd Grade Spring '23	**4th Grade Spring '24**
Approaches	93 %	90%
Meets	72%	75%
Masters	40%	41%

Student Cohort Growth-Reading

4th Grade Reading Students Spring '24 Historical Cohort Data (Current 5th Grade '24-'25 Students)

	3rd Grade Spring '23	4th Grade Spring '24
Approaches	92 %	95%
Meets	71%	71%
Masters	34%	42%

Student Subpopulations

Math Overall

<mark>Looking deeper, RJWE students matched an equal performance in the area of Approaches and Meets
, and went up by 11% points all in the Spring of '23 when compared to the Spring of '22.</mark>

<mark>2023 RJWE Math AMM (Approaches, Meets, and Masters) Score overall were at an average of 22 points above the district AMM average of 58.</mark>

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

Grade 5 Mathematics STAAR								
Subpopulation	2023 # of students	2024 # of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
Economic Disadvantage	10	35	**100%**	**86%**	**90%**	**66%**	**70%**	**29%**
SPED	29	34	**100%**	**97%**	**90%**	**71%**	**55%**	**9%**
EB	10	29	**100%**	**97%**	**100%**	**83%**	**70%**	**55%**

Grade 5 Mathematics STAAR								
Hispanic	20	40	**100%**	**98%**	**100%**	**85%**	**55%**	**48%**
Two or more Races	4	7		**86%**		**71%**		**57%**
African American	7	19	**100%**	**84%**	**86%**	**68%**	**43%**	**47%**
White	99	114	**100%**	**100%**	**96%**	**92%**	**67%**	**53%**
Asian	14	22	**100%**	**100%**	**100%**	**86%**	**93%**	**64%**
RJWE	144	202	**100%**	**98%**	**97%**	**87%**	**67%**	**52%**

5th Grade-STAAR Math

Strengths:

-

Areas of NEED:

Grade 4 Mathematics STAAR								
Subpopulation	2023 # of students	2024 # of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
Economic Disadvantage	17	35	**88%**	**80%**	**76%**	**63%**	**35%**	**21%**

Grade 4 Mathematics STAAR

SPED	24	55	**83%**	**69%**	**50%**	**42%**	**25%**	**15%**
EB	12	23	**100%**	**83%**	**83%**	**65%**	**67%**	**39%**
Hispanic	23	33	**100%**	**79%**	**100%**	**67%**	**65%**	**33%**
Two or More Races	7	10	**86%**	**70%**	**86%**	**60%**	**57%**	**30%**
African American	11	12	**100%**	**75%**	**91%**	**67%**	**73%**	**33%**
White	110	114	**96%**	**94%**	**85%**	**77%**	**56%**	**40%**
Asian	13	32	**92%**	**97%**	**85%**	**84%**	**54%**	**59%**
RJWE	164	203	**96%**	**90%**	**87%**	**75%**	**59%**	**41%**

4th Grade-STAAR Math
Strengths:

-

Areas of NEED:

Grade 3 Mathematics STAAR

Subpopulation	2023 # of students	2024 # of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
Economic Disadvantage	12	26	**83%**	**85%**	**58%**	**73%%**	**25%**	**27%%**
SPED	45	33	**82%**	**79%**	**40%**	**42%**	**20%**	**21%**
EB	10	19	**80%**	**100%**	**70%**	**89%**	**50%**	**63%**
Hispanic	20	24	**95%**	**92%**	**70%**	**71%**	**50%**	**38%**

Grade 3 Mathematics STAAR								
Two or more Races	5	8	**80%**	**100%**	**60%**	**88%**	**60%**	**13%**
African American	3	12		**83%**		**67%**		**25%**
White	114	93	**95%**	**95%**	**76%**	**81%**	**44%**	**49%**
Asian	15	29	**100%**	**97%**	**93%**	**90%**	**53%**	**72%**
RJWE	157	166	**95%**	**94%**	**76%**	**80%**	**45%**	**48%**

3rd Grade-STAAR Math
Strengths:

-

Areas of NEED:

-

Science

Grade 5 Science STAAR								
Subpopulation	2023 # of students	2024 # of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
Economic Disadvantage	9	35	**89%**	**77%**	**78%**	**31%**	**33%**	**11%**
SPED	23	34	**87%**	**76%**	**61%**	**26%**	**22%**	**6%**
EB	8	29	**100%**	**86%**	**88%**	**45%**	**38%**	**24%**
Hispanic	20	40	**95%**	**85%**	**65%**	**55%**	**30%**	**25%**
Two or More Races	4	7	**100%**	**86%**	**100%**	**43%**	**50%**	**14%**
African American	7	19	**71%**	**79%**	**43%**	**53%**	**14%**	**32%**
White	99	114	**98%**	**90%**	**86%**	**57%**	**47%**	**25%**

Grade 5 Science STAAR								
Asian	14	22	**100%**	**100%**	**100%**	**55%**	**100%**	**14%**
RJWE	144	202	**97%**	**89%**	**83%**	**55%**	**47%**	**24%**

5th Grade-STAAR Science
Strengths:

-

Areas of NEED:

READING Overall

<mark>2023 RJWE Reading AMM (Approaches, Meets, and Masters) Scores overall were at an average of 13 points above the district AMM average of 63.</mark>

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

5th Grade-STAAR Reading

Grade 5-Reading STAAR								
Subpopulation	2023 # of students	2024 #of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
Economic Disadvantage	8	35	**88%**	**94%**	**88%**	**66%**	**63%**	**43%**
SPED	24	34	**96%**	**88%**	**79%**	**53%**	**33%**	**26%**
EB	8	29	**100%**	**93%**	**100%**	**83%**	**75%**	**52%**
Hispanic	20	40	**100%**	**95%**	**90%**	**85%**	**35%**	**53%**

Grade 5-Reading STAAR

Two or more Races	4	7	**100%**	**100%**	**100%**	**57%**	**75%**	**29%**
African American	7	19	**86%**	**100%**	**86%**	**79%**	**57%**	**58%**
White	98	114	**100%**	**96%**	**94%**	**82%**	**70%**	**47%**
Asian	14	22	**100%**	**95%**	**100%**	**91%**	**100%**	**55%**
RJWE	143	202	**99%**	**97%**	**94%**	**82%**	**67%**	**50%**

Strengths:

-

Areas of NEED:

-

Grade 4 Reading STAAR

Subpopulation	2023 # of students	2024 # of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
Economic Disadvantage	27	35	**81%**	**94%**	**59%**	**63%**	**30%**	**26%**
SPED	89	55	**79%**	**85%**	**39%**	**31%**	**14%**	**5%**
EB	26	23	**88%**	**83%**	**65%**	**65%**	**50%**	**43%**
Hispanic	32	33	**94%**	**94%**	**78%**	**70%**	**56%**	**33%**
Two or more Races	6	10	**83%**	**80%**	**83%**	**40%**	**33%**	**30%**
African American	12	12	**100%**	**92%**	**75%**	**75%**	**50%**	**25%**
White	112	114	**96%**	**96%**	**79%**	**71%**	**50%**	**44%**
Asian	22	32	**95%**	**94%**	**64%**	**81%**	**55%**	**56%**

Grade 4 Reading STAAR								
RJWE	186	203	**95%**	**95%**	**77%**	**71%**	**51%**	**42%**

4th Grade-STAAR Reading

Strengths:

- **Areas of NEED:**

3rd Grade-STAAR Reading

Grade 3 Reading STAAR								
Subpopulation	2023 # of students	2024 # of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
Economic Disadvantage	20	26	**92%**	**92%**	**71%**	**69%**	**35%**	**31%**
SPED	47	33	**74%**	**73%**	**32%**	**48%**	**6%**	**30%**
EB	19	19	**84%**	**95%**	**68%**	**89%**	**37%**	**58%**
Hispanic	30	24	**90%**	**92%**	**57%**	**71%**	**23%**	**33%**
Two or more Races	9	8	**89%**	**97%**	**44%**	**80%**	**11%**	**61%**
African American	8	12	**100%**	**83%**	**83%**	**83%**	**43%**	**33%**
White	109	93	**91%**	**97%**	**75%**	**80%**	**38%**	**61%**
Asian	23	29	**100%**	**97%**	**83%**	**90%**	**43%**	**66%**
RJWE	183	166	**92%**	**95%**	**71%**	**81%**	**35%**	**55%**

Strengths:

-

Areas of NEED:

-

Demographics

Demographics Summary

Ray and Jamie Wolman Elementary (RJWE) is located in Katy which is on the western edge of Houston, the fourth-most populous city in the United States. Katy was originally a rural farming community; but, that quickly shifted as Katy is one of the fastest-growing communities in Texas. Wolman Elementary is very much a neighborhood school located in the subdivision of Firethorne and parts of Tamarron. While Wolman Elementary has been the largest elementary school in Katy ISD and has been rezoned four times during the past nine school years due to high enrollment, we are currently projected for 996 students for the 2024/ 2025 school year. RJWE percentages for student groups are White (51%), Hispanic (16%), Asian (18%), Black or African American (9%), Two or more races (5%), American Indian/Alaskan Native (0.4%) and Native Hawaiian/Pacific Islander (0.1%).

The attendance rate for 2023-2024 is 96.69%. Wolman Elementary's student groups include 18% English Language Learners (ELLs), 6% Gifted and Talented, and 22% Special Education (five district special education programs). Additionally, 18% are economically disadvantaged, and 30% are identified as at-risk.

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

Demographics Strengths

Wolman Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success. Our parents are involved and supportive.

2. The involvement of our parents, supports the education of our students via programs such as Discover Learning and Explore Science.

3. Students at Wolman Elementary are very accepting of new students.

4. Our campus mentoring and support process to support teachers is helpful and effective.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Effective classroom routines and instructional strategies that impact classroom instruction need to be refined to encourage students engagement and independence. **Root Cause:** Increase levels of student engagement & independence in order to collaborate

Problem Statement 2 (Prioritized): 3rd grade students' Reading STAAR scores decreased in all categories (Approaches, Meets, Masters) **Root Cause:** New STAAR online assessments includes TEI questions and ECR, SCR written responses (typed) Increase student engagement, reading stamina and independent reading

Student Learning

Student Learning Summary

Summary Student Achievement Data 2023-2024 School Year.

A comparison of 2023 STAAR scores to the 2024 STAAR scores experienced an average of a _____ points in our Approaches, Meets, and Masters Average in both Reading and Math.

3rd Grade Performance

	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
3rd	APPROACHES			MEETS			MASTERS		
Math	92%	95%	92 %	79%	76%	79%	54%	45%	48%
Reading	92%	92%	94 %	79%	73%	80%	58%	37%	55%

4th Grade Performance

	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
4th	APPROACHES			MEETS			MASTERS		
Math	99%	96%	88%	84%	87%	74%	65%	59%	41%
Reading	97%	95%	93%	82%	77%	70 %	45%	52%	42%

5th Grade Performance

	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
5th	APPROACHES			MEETS			MASTERS		
h	100%	100%	96%	97%	97%	86%	81%	67%	52%
ding	99%	99%	98%	91%	94%	81%	80%	68%	49%
ence	98%	97%	88%	85%	83%	55%	56%		

Historical Trends across all grade levels

All Grade Levels-**Approaches**	2018	2019	2021	2022	2023	2024
Math	99%	98 %	97%	97%	97%	%
Reading	98%	97%	96%	96%	95%	%
Science	100%	96 %	93%	98%	97%	%

Student Cohort Growth-Math
4th Grade Math Students Spring '24 Historical Cohort Data (Current 5th Grade '24-'25Students)

	3rd Grade Spring '23	4th Grade Spring '24
Approaches	%	%
Meets	%	%
Masters	%	%

4th Grade Reading Students Spring '24 Historical Cohort Data (Current 5th Grade '24-'25 Students)

	3rd Grade Spring '23	4th Grade Spring '24
Approaches	%	%
Meets	%	%
Masters	%	%

Student Learning Strengths

Student Subpopulations

Math Overall

Looking deeper, RJWE students matched an equal performance in the area of Approaches and Meets, and went up by 11% points all in the Spring of '23 when compared to the Spring of '22.

2023 RJWE Math AMM (Approaches, Meets, and Masters) Score overall were at an average of 22 points above the district AMM average of 58.

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

Grade 5 Mathematics STAAR						
Subpopulation	# of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
		%	%	%	%	%	%

Grade 5 Mathematics STAAR							
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%

5th Grade-STAAR Math

Strengths:
-

Areas of NEED:

Grade 4 Mathematics STAAR							
Subpopulation	# of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%

4th Grade-STAAR Math
Strengths:
  •
Areas of NEED:

Grade 3 Mathematics STAAR							
Subpopulation	# of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%

3rd Grade-STAAR Math

Strengths:
-

Areas of NEED:
-

Science

Grade 5 Science STAAR							
Subpopulation	# of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024

Grade 5 Science STAAR							
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%

5th Grade-STAAR Science
Strengths:
-

Areas of NEED:

READING Overall

<mark>2023 RJWE Reading AMM (Approaches, Meets, and Masters) Scores overall were at an average of 13 points above the district AMM average of 63.</mark>

5th Grade-STAAR Reading

Grade 5-Reading STAAR							
Subpopulation	# of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%

Strengths:
-

Areas of NEED:

-

Grade 4 Reading STAAR							
Subpopulation	# of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%

4th Grade-STAAR Reading

Strengths:

- **Areas of NEED:**

3rd Grade-STAAR Reading

Grade 3 Reading STAAR							
Subpopulation	# of students	Approaches 2023	Approaches 2024	Meets 2023	Meets 2024	Masters 2023	Masters 2024
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%
		%	%	%	%	%	%

Strengths:
-

Areas of NEED:
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

Problem Statement 2 (Prioritized): Effective classroom routines and instructional strategies that impact classroom instruction need to be refined to encourage students engagement and independence. **Root Cause:** Increase levels of student engagement & independence in order to collaborate

Problem Statement 3 (Prioritized): 3rd grade students' Reading STAAR scores decreased in all categories (Approaches, Meets, Masters) **Root Cause:** New STAAR online assessments includes TEI questions and ECR, SCR written responses (typed) Increase student engagement, reading stamina and independent reading

School Processes & Programs

School Processes & Programs Summary

At Ray and Jamie Wolman Elementary, we believe in doing what is best for students. Wolman "new" students will receive a personal check-in to ensure students are adjusting well. To support all of our students, the school counselor makes regular classroom visits to teach skills that promote academic and social success. The Character Strong Purposefull People program was continued this school year. Additionally, small group and individual counseling is provided as needed to meet student needs. To promote student safety, we utilize backpack dismissal tags including severe weather transportation. School access is monitored by our front office staff utilizing an intercom for entry system as well as Raptor check-in for visitors once allowed into the front doors. Emergency drills are practiced on a regular basis and teachers receive safety training and carry go bags daily. Our staff is well versed in Capturing Kids Hearts strategies and practice greeting at doors, sharing "good news", and creating social contracts in classrooms. Community circles are widely practiced in classrooms to help classmates learn more about one another and build strong bonds.

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

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

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

School Processes & Programs Strengths

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

Furthermore, Wolman Elementary has a population of hardworking, high-achieving students. The campus has many different student achievement strengths. In 2022, Wolman Elementary School earned a Distinction Designations in: Mathematics, Science, Postsecondary Readiness, Top 25 Percent: Comparative Closing the Gaps and Top 25 Percent: Comparative Academic Growth. Our campus scored above the KISD district average on the 2022 STAAR subjects of Math and Science in 3rd, 4th and 5th grade. Believing in a year's growth for every child, our campus developed and monitored daily lessons, small group instruction, and extended learning time to reach the enrichment needs of students to be able to achieve at Masters grade-level content levels, as well as provide intervention, so all students make progress. Lead4ward quintiles, data analysis, and action planning for student achievement were all utilized in planning for student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Planning for small group instruction to align with student learning activities to extend their learning through differentiation. **Root Cause:** Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

Perceptions

Perceptions Summary

Building school communities and relationships continue to be paramount at Wolman Elementary in our thirteenth year through the incorporation of the Ron Clark House system. Our belief is that every child from early childhood through fifth grade should make at least a year's growth in the core subject areas. It is also our belief that each child's social and emotional well being should be fostered as well in order to promote the highest levels of learning. We value "grit" and a "growth mindset" with the idea that continuous improvement is essential to fulfilling the goal of every child making a years growth in the areas of reading, math, writing and science. Our culture values strong relationships between home and school, and an understanding that it takes the support of all stakeholders working toward the common goal of high levels of learning for all students.

Perceptions Strengths

Through our twelve years as a school, we have grown tremendously as a staff, reflectively refining our practices moving toward continuous improvement. Our teachers collaborate regularly during leadership team meetings, professional development rotation sessions, planning meetings, and data digs. Focused and efficient conversations are the norm during these meetings; with a years' growth for every child being the number one focus. Our parents and community, through strong relationship building over the years, are supporters of our teachers and staff; understanding the importance of supporting student learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Classroom communities that foster the whole child will continue to be built. Academic and social growth, communication, and peer relationships all flourish when students feel part of a community of learners. **Root Cause:** Wolman Elementary recently welcomed a new land use zone, 51C.

Priority Problem Statements

Problem Statement 1: Effective classroom routines and instructional strategies that impact classroom instruction need to be refined to encourage students engagement and independence.

Root Cause 1: Increase levels of student engagement & independence in order to collaborate

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: 3rd grade students' Reading STAAR scores decreased in all categories (Approaches, Meets, Masters)

Root Cause 2: New STAAR online assessments includes TEI questions and ECR, SCR written responses (typed) Increase student engagement, reading stamina and independent reading

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Planning for small group instruction to align with student learning activities to extend their learning through differentiation.

Root Cause 3: Focused time is needed for teachers to analyze data for each student's needs and to plan quality intervention.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Classroom communities that foster the whole child will continue to be built. Academic and social growth, communication, and peer relationships all flourish when students feel part of a community of learners.

Root Cause 4: Wolman Elementary recently welcomed a new land use zone, 51C.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: Conduct 100% of the district required safety drills and trainings with staff and students in an effort to prevent school violence with exposure to all drills by January 2025. Two way radios will be used to effectively communicate during these drills and other emergencies throughout the 2024-2025 school year.

High Priority

Evaluation Data Sources: Observations and data submitted to district OEM share point
Sign in sheets from safety trainings completed in faculty meetings/mandatory trainings at beginning of the year
Teacher created Safety Presentation
Sign in sheet for the CRASE staff PD

Strategy 1 Details		Reviews			
Strategy 1: Conduct safety drills and complete scenario training with the campus safety team; sharing information with the whole staff in order to increase preparedness in the event that violent situations were to occur.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Improved knowledge and implementation of safety/security procedures. Improved knowledge of how to handle unsafe /potentially violent situations					
Staff Responsible for Monitoring: Assistant Principal Principal Safety Liaison Emergency Management Coordinator Campus Safety Team					

Strategy 2 Details		Reviews			
Strategy 2: Perform successfully with district security audit.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Security Audit passed and recommendations implemented.					
Staff Responsible for Monitoring: Emergency Management Coordinator Safety Liaison Administrative Team Campus Safety Team Teachers					

Strategy 3 Details		Reviews			
Strategy 3: All RJWE staff will receive Civilian Response to Active Shooter Training in August to increase preparedness in the event of an active shooter.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved knowledge and implementation of safety/security procedures. Improved knowledge of how to handle unsafe /potentially violent situations **Staff Responsible for Monitoring:** Emergency Management Coordinator Safety Liaison Administrative Team					

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

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Ensure that all students attain one year's academic growth through small group instruction in Literacy and Math by addressing the individual needs of all students through targeted and prescriptive small group instruction by the end of the 2024-25 school year.

High Priority

Evaluation Data Sources: Coordinated Grade Level Plans for small group instruction
Data collection from teachers documenting resources, strategies, and growth
Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th)

Strategy 1 Details				Reviews			
Strategy 1: The instructional coach will meet with teams to evaluate small group planning and the effective and consistent use of district resources and instructional practices in small groups to foster a year's academic growth for all students.				**Formative**			**Summative**
				Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th) **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**							
Strategy 2 Details				**Reviews**			
Strategy 2: The instructional coach will partner with Special Education In Class Support teachers and paraprofessionals to ensure effective and personalized small group instruction to facilitate a year's academic growth.				**Formative**			**Summative**
				Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th) **Staff Responsible for Monitoring:** Instructional Coach Special Education In Class Support Teachers and Paraprofessionals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**							

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Special Education students in grades K - 5 will achieve a year's academic growth in Literacy and Math through targeted small group instruction and support in the classroom through a collaboration between General Education teachers, In Class Support Special Education teachers, ICS Special Education paraprofessionals in the classroom.

High Priority

Evaluation Data Sources: Small and whole group data collection
Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th)

Strategy 1 Details		Reviews		
Strategy 1: Special Education teachers will attend weekly planning with the grade level content teams they support in order to provide on level instruction so student will achieve a year's academic growth.		**Formative**		**Summative**
		Oct	Jan	Apr	June

Strategy's Expected Result/Impact: Increase scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th)
    Staff Responsible for Monitoring: Special Education In Class Support Teachers
K-5 Literacy and Math Teachers
Instructional Coach
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**					

Strategy 2 Details	Reviews			
Strategy 2: The instructional coach will model best instructional strategies and practices in the classroom in collaboration with In Class Support teachers and paraprofessionals in order to ensure a year's academic growth for all Special Education students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th)
 	
    Staff Responsible for Monitoring: Instructional Coaches
Special Education Teachers and Paraprofessionals
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3 - The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Reading will increase to 81% by July 2025.

> **HB3 Goal**

> **Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
Strategy 1: Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Literacy resulting in an increase in student scores in Meets and above on STAAR.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will show an increase from 80% to 82% on STAAR in the meets or above categories for the school year 2024 - 2025. **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB3 - The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Math will increase to 80% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Math resulting in an increase in student scores in Meets and above on STAAR.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will show an increase from79% to 82% on STAAR in the meets or above categories for the school year 2024 - 2025.
    Staff Responsible for Monitoring: Instructional Coach
Classroom Teachers
Administration
 	
    TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Continue to build a foundation of math skills and concepts by implementing the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in DLAs, Interim Assessments, District Checkpoints, CBAs and STAAR scores.
    Staff Responsible for Monitoring: Math Instructional Coach, K-5 Math Classroom Teachers, Admin
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: ESL In Class Support Teachers will provide in class support and partner with General Education teachers in the classroom to provide small group instruction in order to facilitate a year's academic growth for all Emergent Bilingual (EB) learners.

Evaluation Data Sources: Small and whole group data collection
Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th) Telpas

Strategy 1 Details	Reviews			
Strategy 1: EB ISSTs will provide direct and personalized support through the use of the district approved literacy resource HMH to support EB learners in small and whole group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased proficiency in listening, speaking, reading and writing **Staff Responsible for Monitoring:** Classroom teachers and ESL ISSTs **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: By the end of the current academic year (2024-2025), Wolman Elementary will develop a comprehensive strategy to enhance operational resources and systems, focusing on accommodating the diverse needs of its growing student population. The plan will include ensuring every student has access to a device, increasing ESL support resources by 20%, and achieving a 90% participation rate in staff professional development. This will be achieved through district funding, grants, and community partnerships. Full implementation is targeted for the following academic year, with semester reviews to assess progress.

Evaluation Data Sources: Provide resources to teachers and staff focused on cultural competency and inclusive teaching practices. These resources will be shared during professional development, faculty meetings, and electronically.

With our 1:1 initiative, we will ensure all students have access to technology and digital learning resources, with specific programs to support those who may lack access at home.

Our ESL teachers will co-teach with the grade level teachers in order to increase language support for our EB learners.

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: The Instructional Coach will work with all classroom teachers from K - 5 to ensure vertical alignment of all content areas across grade levels in order to maintain the rigor of assessments to better measure student growth and achievement.

High Priority

Evaluation Data Sources: Small and whole group data collection
Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th)

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Coach will conduct monthly Vertical Alignment meetings with grade level representatives in order to align instruction and assessment in order to promote student growth and improvement.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Collaboration across grade levels will provide an increase in assessments across all grade levels. **Staff Responsible for Monitoring:** Instructional Coach Classroom Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Past and current data will be used to evaluate student mastery of TEKS and to identify areas of need in order to show student improvement.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th) **Staff Responsible for Monitoring:** Instructional Coach Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: Classroom teachers will continue to administer district provided module assessments, checkpoints, and district learning assessments with fidelity in order to maintain the rigor needed to effectively design instruction to show student improvement.

Evaluation Data Sources: AWARE will be used to evaluate student data

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers, with guidance from the instructional coach, will evaluate data to plan purposeful classroom instruction and targeted small group lessons to ensure all students achieve a year's academic growth.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: All students will show a year's academic growth and improvement by the end of the 2024-2025 school year. **Staff Responsible for Monitoring:** Instructional Coaches Classroom Content Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 3: Increase the number of students scoring at health fitness zones by 3%, as measured on FitnessGram, to contribute to optimal health by the end of the 2023-2024 school year.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: By the end of the 2024-2025 academic year, Wolman Elementary will achieve a 1:1 student-to-device ratio in grades 3-5 and provide digital literacy training to 100% of teaching staff within six months. This will be accomplished through district funding due to the 1:1 initiative. Our Campus Technology Designer will be available to train teachers on KISD software/application resources and will send out a monthly newsletter to our staff highlighting technology tips or any new information. This ensure that all stakeholders are securely, effectively, and efficiently accommodated, educated, and informed about current and next-generation digital content and tools. Progress will be reviewed at the end of the year to ensure milestones are met.

Evaluation Data Sources: CTD Newsletter, CTD trainings

Strategy 1 Details			Reviews			
Strategy 1: Utilize Canvas, SeeSaw , SMART Boards, Padlet, Chrome Books, and iPads with an emphasis on student engagement. Training conducted by classroom technology designer.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased accessibility of technology for students. Increased opportunities for interactive lessons. **Staff Responsible for Monitoring:** Classroom Technology Designer, Classroom Teachers, and Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction			**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue						

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Establish a formal recognition program to acknowledge and appreciate employees' hard work and achievements. To improve recognition for performance, management can establish a formal recognition program that clearly outlines the criteria for recognition, sets up mechanisms for peers and supervisors to nominate individuals, and ensures that recognition is consistent and fair.

    Evaluation Data Sources: Certificates

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: Implement an anonymous feedback system where employees can provide input on workload, recognition, and supervisor interactions. This can help identify areas of improvement and address any concerns related to these concepts proactively. It will also create avenues for staff to provide feedback, so that employees feel valued and that their opinions are considered in decision-making processes.

    Evaluation Data Sources: Feedback Responses

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 3: Offering stress management workshops, counseling services, or promoting work-life balance initiatives can help reduce work-related worries, leading to improved job satisfaction in terms of not losing sleep over work.

    Evaluation Data Sources: Workshop Agendas

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 4: By the end of the 2024-2025 academic year, the campus will implement a mentor program pairing all our campus new teachers with experienced mentors within their first month. This initiative aims to reduce teacher turnover by 10%, as measured by end-of-year retention rates and semester feedback surveys from participants, with full implementation and initial results to be reviewed and reported by June 2025.

    Evaluation Data Sources: Feedback survey

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Performance Objective 1: RJWE will identify, address and communicate the ongoing challenges in the public school finance system to both school staff and the parent community.

Evaluation Data Sources: Campus parent newsletter as well as the staff weekly bulletin will be used to relay information regarding challenges such as the importance of school attendance.

Strategy 1 Details	Reviews			
Strategy 1: Add pertinent information regarding ongoing challenges in the public school finance system to both school staff and parent community.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: This will bring awareness to the ongoing challenges faced in the public school finance system. **Staff Responsible for Monitoring:** Admin. team **ESF Levers:** Lever 1: Strong School Leadership and Planning				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Increase volunteer participation and attendance at parent/community events by 3% throughout the 2023-24 school year.

Evaluation Data Sources: Volunteer Hours Recorded through Raptor
Parent and Community Attendance
Visitor sign in log/spreadsheets

Strategy 1 Details	Reviews			
Strategy 1: Promote parent and volunteer participation through Canvas, Discover Learning/Explore Science, GUIDES, PTA website, support of the RJWE House System, social media and grade level parent orientations.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2024, increase parent participation in collaborating with school.				
Staff Responsible for Monitoring: Administrative team				
ESF Levers:				
Lever 3: Positive School Culture				
Strategy 2 Details	**Reviews**			
Strategy 2: During the 24-25 acedemic year, Wolman Elementary will advertise Title III Parent Engagement, Family Engagement, & Community Engagement events empowering families and enhancing educational supports for Emergent Bilingual (EB) students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Enhanced Educational Supports for Emergent Bilingual (EB) students				
Staff Responsible for Monitoring: ESL Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: RJWE will foster relationships with all stakeholders including parents, community members and staff to capitalize on the strengths, resources and talents to increase school engagement.

Evaluation Data Sources: CAT Meeting agendas/sign in sheets
PTA Meeting agendas/sign in sheets
Staff Meeting agendas/sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Foster relationships during meetings with stakeholders through activities and team building exercises in addition to meeting objectives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase relationships/school engagement **Staff Responsible for Monitoring:** Admin. Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Teachers will conduct Community Circles at least once a week in all classrooms to increase relationships and inclusivity, decrease off task behaviors and create a culture of community and acceptance, which will help to prevent unsafe situations (violence) during the 2024-25 school year.

Evaluation Data Sources: Observation of Community Circles in classrooms and teacher report of off-task behaviors in MTSS-B meetings.
Bug grams
Speak Up

Strategy 1 Details	Reviews			
Strategy 1: Continue and enhance Community Circles in every homeroom during designated daily time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build relationships with students, develop trust among peers, and set a positive tone for the day with the goal of decreasing time spent managing behavior and increasing instructional time.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom teachers counselor **ESF Levers:** Lever 3: Positive School Culture				

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

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Wolman will offer the Character Strong/Purposefull People Program to 100% of students during the 2024-25 school year.

Evaluation Data Sources: New character Strong/Purposefull People traits will be shared with students each month throughout the school year. Students will be recognized for demonstrating the traits by earning certificates and Hoot Loot.

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

Strategy 2 Details	Reviews			
Strategy 2: Trauma Informed practices will be implemented in the classroom throughout the school year and the Speak Up system for reporting unsafe situations will be communicated to staff and students in an effort to prevent violence and unsafe situations.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: As a mandate from Senate Bill 11, all teachers will receive professional development provided at a faculty meeting by our counselor and will incorporate trauma informed practices and strategies into classrooms. Students who have experienced a trauma will receive best practices to deescalate behaviors and provide a safe space at school. Communicate procedures for using campus safety net process as well as district Speak Up system. **Staff Responsible for Monitoring:** Teachers, Counselor, Admin Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: 100% of students will participate in the Ron Clark House System to aid in the promotion of character building, relationships and school spirit at RJWE throughout the 2024-2025 school year.

Evaluation Data Sources: Hoot Loot distribution, visual student point board in hallway, House pep rally each grading period, House Growth Awards

Strategy 1 Details			Reviews		
Strategy 1: Using quarterly assemblies, team building activities and service projects students and staff will work together to build and sustain relationships in our school family and larger community. 4 houses, 1 family		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increased positive school culture **Staff Responsible for Monitoring:** House Leaders, admin **ESF Levers:** Lever 3: Positive School Culture					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 4: At least 85% of Wolman students will continue to feel included as measured by the Safety and Bullying Survey at the end of the 2024-2025 school year.

Evaluation Data Sources: Safety and Bullying Survey
Student interaction within the Ron Clark House system for various activities across grade levels

Strategy 1 Details	Reviews			
Strategy 1:	**Formative**			**Summative**
Increase inclusivity through explicit instruction on how to join a group and accepting/celebrating differences in-class lessons and via announcements; use of the buddy bench during recess; Explorer Scouts; Purposefull People and community circles.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in the % of students who state they were included in groups on the next Safety and Bullying Survey. Increase in student self-esteem, relationships and positive school culture. **Staff Responsible for Monitoring:** Counselor, Teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 5: Increase the RJWE attendance percentage by one percentage point.

    High Priority

    Evaluation Data Sources: Attendance Rate

Strategy 1 Details	Reviews			
Strategy 1: Increase communication with parents to promote attendance awareness, reiterating the importance of students being at school every day Ongoing communication will occur during parent orientation, parent newsletter, attendance posters, teacher phone calls home when a student is absent, parent/teacher conferences and ARD/504 meetings	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy's Expected Result/Impact: This will result in an increase in attendance
    Staff Responsible for Monitoring: Admin, teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Administrative Staff to attend Attendance Works conference	**Formative**			**Summative**
Strategy's Expected Result/Impact: Administrative staff will learn addtional ways to increase attendance and collaborate regarding implementation at RJWE	Oct	Jan	Apr	June

Staff Responsible for Monitoring: Admin Team
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning
    Funding Sources: - 199 - General Fund - $320				

Strategy 3 Details	Reviews			
Strategy 3: This year, we will utilize grade level, classroom and individual student motivational systems to reward students who display good attendance.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: This strategy will help to increase RJWE's overall student attendance. **Staff Responsible for Monitoring:** Admin team, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	The instructional coach will meet with teams to evaluate small group planning and the effective and consistent use of district resources and instructional practices in small groups to foster a year's academic growth for all students.
2	1	2	The instructional coach will partner with Special Education In Class Support teachers and paraprofessionals to ensure effective and personalized small group instruction to facilitate a year's academic growth.
2	2	1	Special Education teachers will attend weekly planning with the grade level content teams they support in order to provide on level instruction so student will achieve a year's academic growth.
2	2	2	The instructional coach will model best instructional strategies and practices in the classroom in collaboration with In Class Support teachers and paraprofessionals in order to ensure a year's academic growth for all Special Education students.
2	3	1	Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Literacy resulting in an increase in student scores in Meets and above on STAAR.
2	4	1	Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Math resulting in an increase in student scores in Meets and above on STAAR.
2	4	2	Continue to build a foundation of math skills and concepts by implementing the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques.
2	5	1	EB ISSTs will provide direct and personalized support through the use of the district approved literacy resource HMH to support EB learners in small and whole group instruction.
4	1	2	Past and current data will be used to evaluate student mastery of TEKS and to identify areas of need in order to show student improvement.
4	2	1	Classroom teachers, with guidance from the instructional coach, will evaluate data to plan purposeful classroom instruction and targeted small group lessons to ensure all students achieve a year's academic growth.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	The instructional coach will meet with teams to evaluate small group planning and the effective and consistent use of district resources and instructional practices in small groups to foster a year's academic growth for all students.
2	1	2	The instructional coach will partner with Special Education In Class Support teachers and paraprofessionals to ensure effective and personalized small group instruction to facilitate a year's academic growth.
2	2	1	Special Education teachers will attend weekly planning with the grade level content teams they support in order to provide on level instruction so student will achieve a year's academic growth.
2	2	2	The instructional coach will model best instructional strategies and practices in the classroom in collaboration with In Class Support teachers and paraprofessionals in order to ensure a year's academic growth for all Special Education students.
2	3	1	Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Literacy resulting in an increase in student scores in Meets and above on STAAR.
2	4	1	Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Math resulting in an increase in student scores in Meets and above on STAAR.
2	4	2	Continue to build a foundation of math skills and concepts by implementing the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques.
2	5	1	EB ISSTs will provide direct and personalized support through the use of the district approved literacy resource HMH to support EB learners in small and whole group instruction.
4	1	2	Past and current data will be used to evaluate student mastery of TEKS and to identify areas of need in order to show student improvement.
4	2	1	Classroom teachers, with guidance from the instructional coach, will evaluate data to plan purposeful classroom instruction and targeted small group lessons to ensure all students achieve a year's academic growth.

State Compensatory

Budget for Wolman Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Wolman Elementary

Name	Position	FTE
Amanda Jon Hill	Teacher	1
Cheryl Stallings	Teacher	1

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	5	2			$320.00
				Sub-Total	$320.00

Addendums

![Katy Independent School District logo]

The Percent of **Wolman** Elementary 3rd Grade students who achieve Meets and above
in Reading will increase from 81% to 83% by July 2029.

Wolman: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-					

			# 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	# EB	% EB
Wolman: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	12	83%	24	71%	93	80%	0		29	90%	0		8	88%	33	48%	26	69%	19	89%
		2025 Target																58%		79%		

The Percent of **Wolman** Elementary 3rd Grade students who achieve Meets and above
in Math will increase from 80% to 82% by July 2029.

Wolman: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	80%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	80%	81%	81%	82%	82%
		Met Internal Goal	-					

			# 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	# EB	% EB
Wolman: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	12	67%	24	71%	93	81%	0		29	90%	0		8	88%	33	42%	26	73%	19	89%
		2025 Target										95%						52%				